DOCUMENT RESUME

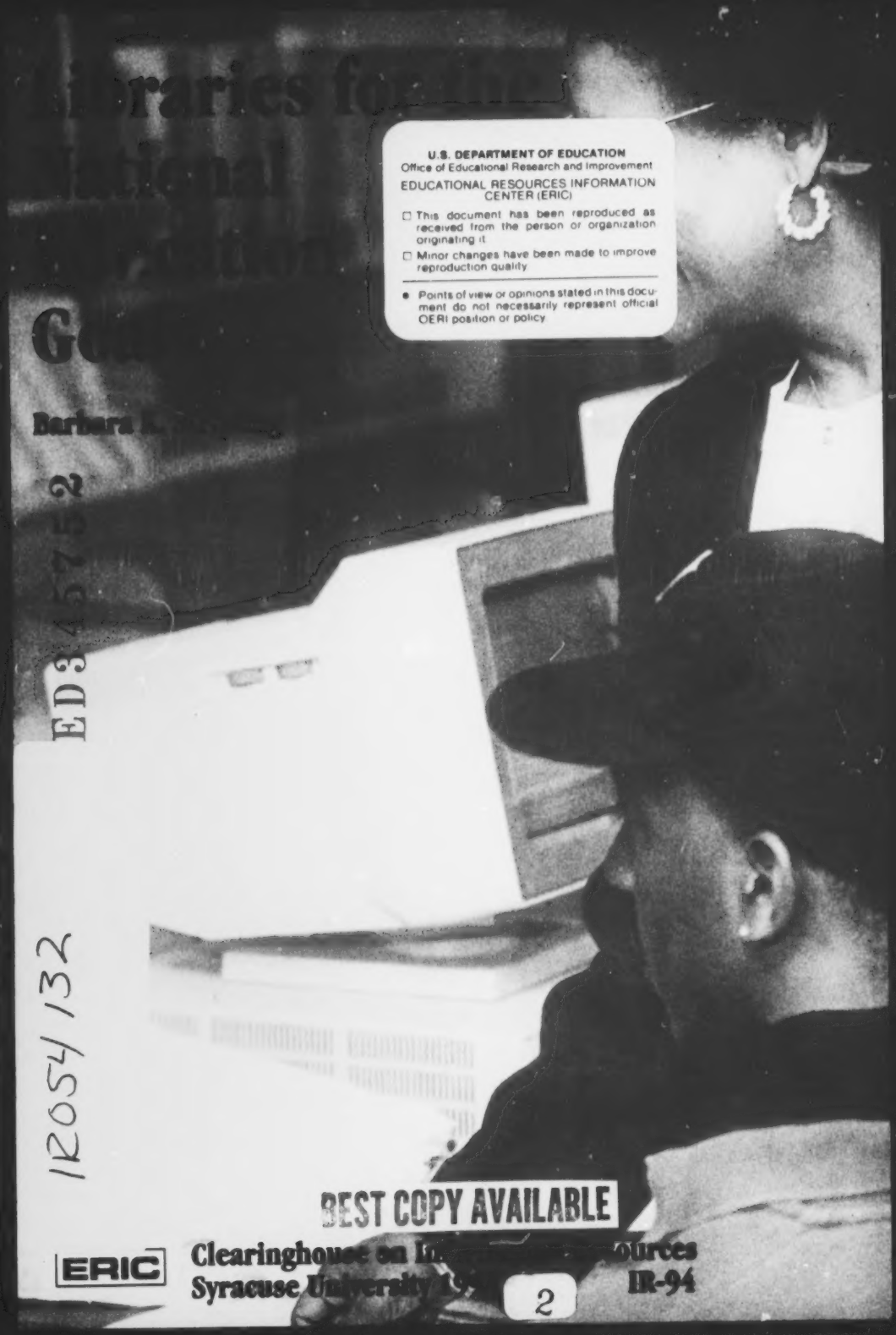
ED 345 752 IR 054 132

AUTHOR Stripling, Barbara K.
TITLE Libraries for the National Education Goals.
INSTITUTION ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO ISBN-0-937597-34-1
PUB DATE 92
CONTRACT RI88062008
NOTE 125p.; For a digest based on this monograph, see IR 054 144; for three key related reports, see ED 319 143, ED 327 985, and ED 334 279.
AVAILABLE FROM Information Resources Publications, Syracuse University, 030 Huntington Hall, Syracuse, NY 13244-2340 (IR-94; $10.00 plus $2.00 shipping and handling).
PUB TYPE Information Analyses - ERIC Clearinghouse Products (071)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Academic Achievement; Adult Education; Career Exploration; Computer Networks; Drug Education; *Educational Improvement; Educational Research; Elementary Secondary Education; Learning Readiness; Learning Resources Centers; *Library Role; Lifelong Learning; Literacy Education; *National Programs; Postsecondary Education; Program Descriptions; Public Libraries; School Libraries
IDENTIFIERS America 2000; Information Skills; *National Education Goals 1990

ABSTRACT

Focusing on the major educational initiatives of our times--the National Education Goals outlined and endorsed in 1990 by the nation's governors, and President Bush's America 2000 strategy--this report reviews and summarizes information about the role of libraries in many different educational efforts designed to meet the national goals. It is argued that libraries can and must play a pivotal role in meeting these goals, including efforts to prepare students to cope with learning in an information age (resource-based learning), and to provide a national electronic network for students, teachers, administrators, and community members (the National Education and Research Network). This work provides direct evidence of the relationship between existing and developing library programs and the national education initiatives, citing specific examples whenever possible or appropriate. A separate chapter is devoted to each of the six goals to be reached by the year 2000. Within each chapter, information is presented for each of three spheres of influence defined in "Education Counts: An Indicator System To Monitor the Nation's Educational Health" (U.S. Department of Education, 1991)--learning and schools, social context, and national values. Within each sphere of influence, examples of ways in which libraries can contribute to meeting the goal are presented together with research findings, comments, and highlights of programs already involved in the types of activities related to a particular example, and sources of the information given are cited. A 15-item selected bibliography of sources on which this work is based concludes the report. (BBM)



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED345752

IR054132

BEST COPY AVAILABLE

ERIC Clearinghouse on In[illegible]ources
Syracuse University [illegible]
IR-94

Libraries for the National Education Goals

by Barbara K. Stripling

April 1992

ERIC Clearinghouse on Information Resources
Syracuse University
Syracuse, New York
IR-94

This publication is available from Information Resources Publications, Syracuse University, 030 Huntington Hall, Syracuse, New York 13244-2340 (IR-94; $10.00 plus $2.00 shipping and handling).

ISBN: 0-937597-34-1

This publication is prepared with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract no. RI88062008. The opinions expressed in this report do not necessarily reflect the positions or policies of OERI or ED.

Table of Contents

Foreword i

Introduction 1

Goal One. 9
- Overview of Chapter Contents 10
- Learning and Schools 11
- Social Context 16
- National Values 20

Goal Two. 25
- Overview of Chapter Contents 26
- Learning and Schools 27
- Social Context 33
- National Values 37

Goal Three 41
- Overview of Chapter Contents 43
- Learning and Schools 45
- Social Context 60
- National Values 67

Goal Four. 73
- Overview of Chapter Contents 75
- Learning and Schools 76
- Social Context 81
- National Values 82

Goal Five. 87
- Overview of Chapter Contents 88
- Learning and Schools 89
- Social Context 95
- National Values 100

Goal Six. 105
- Overview of Chapter Contents 106
- Learning and Schools 107
- Social Context 111
- National Values 114

Bibliography 117

How to Obtain ERIC Documents 119

Foreword

Do libraries make a difference? Are libraries important to our society? Do libraries directly contribute to education in the United States? Ask these questions of most people and the response would be a definitive yes. But probe a little deeper, ask just how libraries contribute or ask for specific examples of libraries' impact, and many people would be at a loss for words.

This publication, *Libraries for the National Education Goals*, provides those words through discussion and specific examples of the wide-ranging and pervasive involvement of libraries in the education of Americans, from preschoolers through senior citizens. Libraries often fade into the background of our busy society. Since they simply "work," without much controversy or sensationalism, there is a tendency to forget or underestimate the enormity of their contribution to our society.

Libraries for the National Education Goals does much to counter this tendency. Focusing on the major educational initiatives of our times—the National Education Goals outlined and endorsed in 1989 by the nation's governors, and President Bush's America 2000 strategy—Barbara K. Stripling has ably gathered, compiled, reviewed, and summarized a mountain of information about the role of libraries in a vast array of educational efforts. And the result is impressive. Right now, libraries are doing much to meet the national goals. Furthermore, libraries can and must play a significant role in meeting the challenges of America 2000, particularly in relation to efforts to provide a national electronic information network for students, teachers, administrators, and community members.

This work provides direct evidence of the relationship between existing and developing library programs and the national education initiatives. Whenever possible, specific examples are cited. Sometimes it is not possible or appropriate to identify one source for a conclusion because that conclusion pervades the literature. Be assured, however, that all conclusions are based on the journal articles, books, and ERIC documents reviewed.

The ERIC Clearinghouse on Information Resources is pleased to offer this monograph as a testimony to the value of libraries to our society. The publication should be useful to a wide audience: to administrators, school board members, and policymakers seeking effective ways to achieve the goals; to educators and parents looking for new and creative ideas about improving learning and teaching; and to librarians and information professionals who need to document the direct involvement and impact of libraries in education.

We are indebted to Blane Dessy and others at the Office of Library Programs, Office of Educational Research and Improvement, U.S. Department of Education, for their encouragement and cooperation in producing this work. And, of course, we wish to formally congratulate our author, Barbara K. Stripling, for a job well done.

Michael B. Eisenberg
Director, ERIC Clearinghouse on Information Resources
Syracuse, New York
April 1992

Introduction

Once there was a small town named Plainville, noted far and wide for making windup clocks. No other town in the area made clocks, so nobody ever questioned the quality. For as long as anyone could remember, every child in Plainville had gone to school to learn to make these clocks. The clock training school was a well-established institution. Parents were proud that their children were learning exactly the same techniques that they themselves had learned. The school never changed. The children who learned quickly spent their last few years of training grinding through the same old lessons. Those children who weren't interested in clocks either moved to another town or dropped out of the training. The children who didn't understand clocks were simply relegated to the polishing crew year after year.

One year Mayor Robinson noticed that while Plainville continued to make windup clocks, the rest of the world had started to make digital clocks. Nobody in his town knew how to make digital clocks. Townspeople began denouncing the school—why wasn't it training the children to make digital clocks? One group demanded that the town throw out the windup-clock school and start a completely new digital-clock school. Others hoped to ignore digital clocks and stick to making very simple windup mechanisms. Parents decided to tell the school what to teach; teachers wanted to teach what they thought was best; students weren't much interested in the whole controversy; town leaders tried to help, but wondered what to do; and the Mayor watched his town falling apart.

With a heavy heart, Mayor Robinson traveled to a meeting with all the other mayors in the country. He discovered that each community was struggling with educational issues, and all the mayors were asking essentially the same questions. What should they be training their children and adults for? Could the old schools prepare communities for new technology, different jobs, an evolving world? And if the schools had to change, in what direction should they go? How were all the mayors going to initiate these reforms in their communities?

By working together, the mayors were able to agree on six goals for their schools. Now at least they knew what they were trying to accomplish. The Chief Mayor even contributed some strategies to help their communities work toward these goals.

When Mayor Robinson got back to Plainville, he looked around to find those people in his community who could help him accomplish the goals. He knew he could enlist the help of the clock schools. But who could help the children before they ever went to school? And what about all of his townspeople who were already out of school? Who would work with them? Then he remembered: there was one type of school that wasn't really a school, but people went there to learn, from the time they were in diapers to their golden years—the library. And Mayor Robinson was

content; if he worked through the libraries in Plainville, all of his townspeople could be involved in achieving the six goals.

The gauntlet has been thrown. Our nation's educational system has been challenged to achieve certain goals by the year 2000 to put us on equal standing with any nation in the world in terms of educational performance. The nation's governors met in Charlottesville, Virginia, in September 1989 to set the nation's educational priorities. Called the President's Education Summit with Governors, this conference led to the joint adoption in 1990 of six National Education Goals by the president and governors of the United States.[1]

The National Education Goals

By the year 2000...

1. All children in America will start school ready to learn.
2. The high school graduation rate will increase to at least 90 percent.
3. American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.
4. U.S. students will be first in the world in science and mathematics achievement.
5. Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
6. Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

1 *National goals for education.* (1990). Washington, DC: Executive Office of the President. ED 319 143. pp.4-8.

Now schools and communities across the United States have specific goals to accomplish by the year 2000. While perhaps not every American would have listed the same national goals for education, the goals are certainly worthy of accomplishment and provide a focus for changes in and toward our educational system. But it is not only educators who must effect these changes. The changes will require the combined efforts of every member of every community in the country, not only in understanding and accepting the goals, but in actively pursuing them. We can hope for a groundswell of enthusiasm for learning and a network of support for learners of any age.

Obviously, any time changes are proposed, strategies for accomplishing those changes must be developed. President Bush, in *America 2000: An Education Strategy*, has laid the groundwork for creating strategies by specifying four tracks that will lead to the goals.[2]

The Four Tracks of America 2000

1. Creating better and more accountable schools for today's students.
2. Creating a New Generation of American Schools for tomorrow's students.
3. Transforming America into a Nation of Students.
4. Making our communities places where learning can happen.

Specific suggestions are offered for national effort on each of these tracks, including the development of standards and achievement tests, designation of America 2000 communities and First 535+ New American Schools, and a nationwide recommitment to literacy.

The average American can easily get lost in the jargon of educational strategies, become complacent about the status of the schools in his or her own community, and ignore the whole thrust of the education goals. The dilemma then, for educators and community members who want to mobi-

2 *America 2000: An educational strategy. Sourcebook.* (1991). Washington, DC: U.S. Department of Education. ED 327 985. p.45.

lize to accomplish the new goals, is to translate the goals and strategies into local understanding, concern, and action.

What does it mean to create "better and more accountable" schools? What is a "New Generation of American Schools?" How could we possibly transform America into a nation of students? Doesn't learning already happen in our communities?

Perhaps a way to understand the president's strategy is to realize that it addresses broadening spheres of influence. Both Tracks 1 and 2 deal with learning at the local school level. Track 4 broadens that concern somewhat to the entire community. Track 3 addresses learning on the national level.

Another document besides *America 2000* becomes important as we begin to look at changes in education. The United States Department of Education chartered the Special Study Panel on Education Indicators in July 1989. This panel's charge was to figure out what could be measured about schools that would indicate the quality of their performance, the amount of student learning, and the support provided by communities. We have economic indicators, and many decisions are based on those figures, but we have never had education indicators. The panel wrestled with the complexity of the task, because many aspects of education are difficult to measure at best.

The panel realized that limited and specific education indicators would *define* the educational agenda for the country. If there were an indicator for foreign language, but not for art, then foreign language would become a priority over art. Therefore, although panel members were influenced by the national goals and the America 2000 strategy, they adopted a framework based on enduring issues in education, rather than specific goals. They published their rationale, including criteria and issue areas for three levels of influence, in a 1991 report, *Education Counts: An Indicator System to Monitor the Nation's Educational Health.*[3]

Interestingly enough, the spheres of influence established in this scheme correspond to the three spheres of influence in America 2000: learning and the schools, the community and social context, and the national perspective.

Many educators will feel more comfortable making changes in their educational system based on the substantive issues represented in the above

3 *Education counts: An indicator system to monitor the nation's educational health.* (1991). Washington, DC: U.S. Department of Education. ED 334 279. p. 24.

Criteria and Issue Areas for a Comprehensive Indicator System

Indicator information must focus first on what matters most about learning and about schools and colleges.

1. Learner Outcomes: Acquisition of Knowledge, Skills, and Dispositions
2. Quality of Educational Institutions

Indicator information must assess the social context within which education takes place.

3. Readiness for School
4. Societal Support for Learning

Indicator information must reflect important national values and aspirations for education.

5. Education and Economic Productivity
6. Equity: Resources, Demographics, and Students at Risk

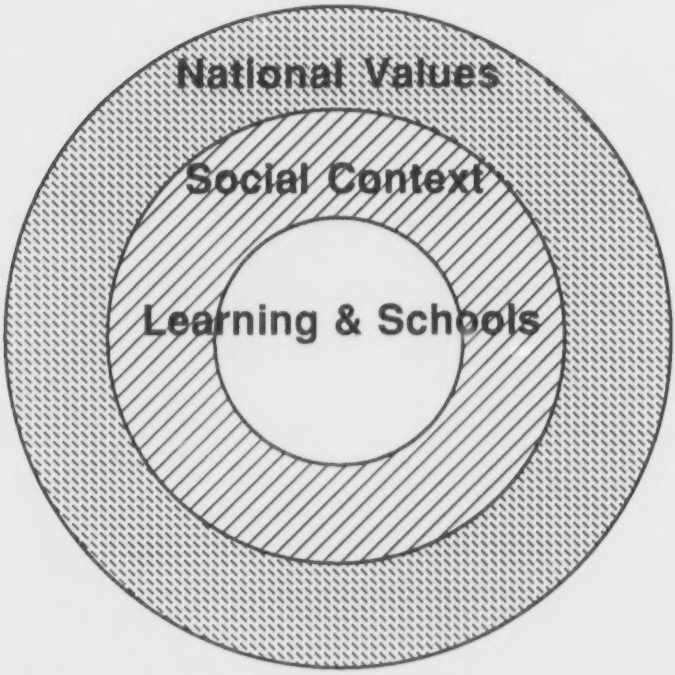
indicators, rather than on the perhaps transitory goals set by the governors. Math and science are highlighted this time; public opinion may emphasize economics and global affairs in a few years. But the importance of learner outcomes and the quality of our educational institutions will not vary according to public opinion.

We, as individuals in our communities, must dedicate ourselves to accomplishing the national goals. By using the framework of the education indicators, we can make substantial changes in our schools and communities and have a profound effect on the educational level of our entire country.

If we are going to use the indicators as a framework, we must understand the implications of each of the spheres of influence. At the learning and schools level, we are concerned with the skills that students are learning, the structure and opportunities offered by our educational institutions, the quality of teaching, and the attitudes toward learning that our students are developing.

At the social context level, our attention turns to community and parental support for learning, outreach services for members outside the educational or learning framework, and community attitudes toward learning and the schools.

The Four Tracks of America 2000 and the Three Spheres of Influence Defined in *Education Counts*



- TRACK 1: Better and More Accountable Schools
- TRACK 2: New Generation of American Schools
- TRACK 3: Nation of Students
- TRACK 4: Communities Where Learning Can Happen

At the national level (called in this document national values), we must consider what national values we want our schools to promote and what we can do locally to accomplish that. The national values include intellectual freedom, equal access to learning opportunities for all Americans (including minorities, handicapped, and disabled), education for productivity and responsible citizenship, and a global perspective.

It seems obvious, from looking at the best thinking about education as represented by the National Education Goals, the America 2000 educational strategy, and the educational indicators defined in *Education Counts*, that the old phrase "Think globally, act locally" has special significance for our educational reform planning. We start and end with learning in our local schools, drawing on strength from our communities and our nation.

As in any process of change, we must begin by looking at what we have. What systems are presently in place that can enhance our effectiveness if better utilized? What is working well right now?

A critical answer to both of those questions is libraries. Libraries of all types (school, public, academic, and special) comprise the only educational system that supports a person from infancy to old age. Libraries are available to everyone. As Barbara Bush said at the White House Conference on Library and Information Services on July 10, 1991: "Libraries are really one of the greatest gifts that the American people have ever given themselves. They're a gift for all of us—no restrictions of age or gender or class or interest."[4] Through networks, both electronic and personal, libraries have already forged connections among schools, between schools and their communities, and between schools and national information sources.

The complexity of life has changed in this information age. Richard Saul Wurman has said that there is more information in one weekday issue of the *New York Times* than an average person in seventeenth-century England had to deal with in his lifetime.[5] If we are truly educating students, we are teaching them to navigate through that information to solve problems and create new ideas. No longer are classroom-, textbook-based lessons the most effective teaching strategy. If we sift through and select information

4 *White House Conference on Library and Information Service: Keynote addresses, remarks, and presented papers (2nd, Washington, DC, July 9-13, 1991).* Washington, DC: National Commission on Libraries and Information Services. ED 337 210. p.3.

5 Wurman, Richard Saul. (1989). *Information anxiety.* New York: Doubleday. p. 32.

for the students, they will not learn to cope with learning in an information age. Students must become active learners, prepared to define their own information needs, find relevant information, make sense of it, and use it to solve their problems. Teachers cannot be expected to be the source of all knowledge; they must facilitate the students' search.

If the educational system is moving toward resource-based, rather than textbook-based, teaching, and if we are trying to establish our students as independent learners, then schools and communities will move toward libraries as the center of their educational process. Can library programs handle the new emphasis? The answer is a resounding yes! In fact, in libraries across the country, programs are being offered that address all of the National Education Goals for each sphere of influence.

As the process of change for our schools is being planned, administrators, teachers, parents, students, and community members would do well to adapt and adopt library programs particularly appropriate for their community's priorities. The following chapters offer a selected sample of the opportunities already available in libraries, as well as comments based on research in the field. One chapter has been written for each of the six goals. Within each chapter, information is presented for each of the spheres of influence—learning and schools, social context, and national values—defined here in relation to the national agenda.

Goal One: By the year 2000, all children in America will start school ready to learn.

If the experts are right, and fifty percent of a child's intellectual development occurs before the age of four, then our communities and our country must be concerned about the quality of care preschoolers receive. The library is the only educational institution that is available to every preschooler. Both public and school libraries have recognized their responsibility to offer activities, services, and materials to help preschoolers develop intellectual and social skills.

Successful library preschool programs offer a variety of activities: storytime, puppets, crafts, language games, songs, even dancing and acting out stories. Reading aloud to children has been shown to be most effective in developing a love of reading. And children learn much more than a love of reading from library activities. They learn to listen, to share with others, to laugh and play in a group, and to understand new concepts. They learn that they are like others and that they are special.

Many library preschool programs involve the parents. Parents are introduced to read-aloud books, finger plays and other games, and, most importantly, the joy of reading with their child. Children who participate in library programs and whose parents display an interest in reading and learning start school ready to learn.

Learning and Schools

- Preschool children exposed to children's literature on a regular basis will develop in reading readiness and language acquisition.
- Active preschool programs at the library build library users who will develop into lifelong readers.
- Special, theme-based programs and summer reading programs attract preschoolers to the library. Once they have participated in a library activity, the parents and preschoolers are likely to continue to check out books and attend activities throughout the year.
- Active preschool programs at the library can break the cycle of illiteracy.

Social Context

- Library programs for preschool children are more effective if they involve parents, family members, and caregivers; these programs also provide opportunities for parent education.
- Library programs for preschool children use promotion and outreach to involve traditional library nonusers.

National Values

- By providing materials to preschool children with special needs, special lending libraries enhance the learning and development of these children.
- Library programs that target at-risk preschoolers are effective in building library use and excitement for reading.
- Programs for preschool children to develop a love of reading can help raise the literacy level of nonreading parents.

Learning and Schools

Preschool children exposed to children's literature on a regular basis will develop in reading readiness and language acquisition.

Comments and Program Highlights:

Infant/toddler lapsit programs involve parents in all the activities with their children. Comprehension of children participating in these programs improves steadily; early language acquisition is facilitated.

Some libraries not only offer preschool storytimes, they also communicate with parents through newsletters or information sheets that emphasize creative play and pre-reading activities.

Bibliographies are developed by librarians for parents and day care providers. Materials may be listed by concepts and developmental concerns. These lists save time for caregivers and help them use materials from throughout the library collection to address a broad range of concerns.

Preschool children in the family reading program of the Southern Adirondack Library System in Saratoga Springs, New York, not only participate in stories, music and sing-alongs, puppet shows, and crafts. They also have the opportunity to use their language skills to create their own books.

Sources:

Child and parent reading. (1992). In *Public libraries: Places where learning can happen. A report on selected programs supporting the National Education Goals funded under the Library Services and Construction Act, Title I.* Washington, DC: Office of Educational Research and Improvement, Office of Library Programs. IR 054 034. ED number pending.

Jeffery, Debby, & Mahoney, Ellen. (1989, April). Sitting pretty: Infants, toddlers, & lapsits. *School Library Journal*, 35(8), 37-39.

Jones, Trudy, & Schwarzlose, Sally. (1990, February). The changing preschool world: One library's efforts to work with local agencies to serve the preschool community. *Illinois Libraries*, 72(2), 176-78.

Ryan, Susan Fay. (1990). *Nurturing children's literacy through the establishment of a community-funded preschool lending library and an in-home family reading program.* Ed.D. Practicum, Nova University. ED 324 643.

Learning and Schools

Active preschool programs at the library build library users who will develop into lifelong readers.

Comments and Program Highlights:

Graduates of infant/toddler lapsit programs continue to use the library actively. Librarians feel these children will become lifelong readers.

Parents of children who have participated in preschool programs continue to foster the love and value of reading in their children, even after the children have entered school.

In San Francisco, the Infant/Toddler Lapsit program has resulted in a 30% increase in juvenile circulation at most of the branches. The lapsits are popular community events in which parents become comfortable sharing books and childhood stories with their children and other families.

Sources:

Jeffery, Debby, & Mahoney, Ellen. (1989, April). Sitting pretty: Infants, toddlers, & lapsits. *School Library Journal*, 35(8), 37-39.

Learning and Schools

Special, theme-based programs and summer reading programs attract preschoolers to the library. Once they have participated in a library activity, the parents and preschoolers are likely to continue to check out books and attend activities throughout the year.

Comments and Program Highlights:

The public library may be the only source of books and reading services for preschoolers.

Summer reading programs can have a powerful effect in motivating children (including preschoolers) to read.

Many summer reading and special programs are theme-based, with all activities, handouts, prizes, book lists, and films correlated with the theme. Children can more easily identify with a program that has a unifying theme.

Summer reading programs can be coordinated statewide by the state library or the state department of education. Individual libraries can use state-created bibliographies, bookmarks, publicity releases, certificates, timelines, and activities, adding local flourishes as time and staffing permit.

The community can get involved in special library programs by offering incentives for reading, by appearing as guest artists or speakers, or by offering special services to the library (copying, volunteer time, and videotaping).

The Tulsa (OK) City-County Library has used original themes, careful planning, built-in incentives and rewards, attainable goals for each child, parent involvement, and enthusiastic librarians to boost the countywide participation in their summer reading program to almost a third of the county's three- to twelve-year-olds.

The Johnson County Public Library in Shawnee Mission, Kansas, has combined parent education with service to children in its Parent-Child Learning Center Program. Once parents learn pre-reading and developmental activities, reading becomes a shared, meaningful experience between parents and children in the library and at home.

Parent/preschool learning centers established by the Centralia (IL) Public Library have resulted in a 65% increase in preschoolers using the library, a 75% increase in circulation of picture books, and a 220% increase in circulation of parenting books.

Sources:

Lamb, Donald K., & Roeber, Jane A. (Eds.). (1990). *Readlicious: Carry-outs available. 1990 Wisconsin summer library program manual.* Madison, WI: Wisconsin State Department of Public Instruction. ED 327 200.

Rogers, Pat, & Herrin, Barbara. (1986, Summer). Parent-child learning centers: An alternative approach to library programming for preschoolers. *Top of the News*, 42(4), 343-55.

Skaptason, Trish. (1992). LSCA and the National Education Summit goals. In *Public libraries: Places where learning can happen. A report on selected programs supporting the National Education Goals funded under the Library Services and Construction Act, Title I.* Washington, DC: Office of Educational Research and Improvement, Office of Library Programs. IR 054 034. ED number pending.

Sturdivant, Nan, & Audley, Cathy. (1989, April). Meet me at the library. *Wilson Library Bulletin*, 63(8), 52-54.

Learning and Schools

Active preschool programs at the library can break the cycle of illiteracy.

Comments and Program Highlights:

Library preschool packets often include free books and a pamphlet with tips on reading aloud to children.

By targeting disadvantaged families with preschool reading programs, librarians can establish a pattern of having books and reading aloud in the home. If free books are offered, they inspire parents who typically do not use the library to read to their preschoolers; other children in the family also enjoy the new books.

Librarians can break the cycle of illiteracy by teaching parents how to help their children develop. The Mid-Arkansas Regional Library at Malvern, Arkansas, has conducted three workshops for disadvantaged parents: How to Read to Children, How to Raise a Smarter Child, and Child Development.

Libraries that target disadvantaged families take their programs to the families instead of expecting the families to come to the library. Pittsburgh's Beginning with Books Project started by giving packets to preschoolers in health clinic waiting rooms and later expanded to social services, stress, and counseling centers; shelters; housing developments; and day care centers.

Sources:

Child and parent reading. (1992). In *Public libraries: Places where learning can happen. A report on selected programs supporting the National Education Goals funded under the Library Services and Construction Act, Title I.* Washington, DC: Office of Educational Research and Improvement, Office of Library Programs. IR 054 034. ED number pending.

Locke, Jill L. (1988, February). Pittsburgh's Beginning with Books project. *School Library Journal*, 34(6), 22-24.

Social Context

Library programs for preschool children are more effective if they involve parents, family members, and caregivers; these programs also provide opportunities for parent education.

Comments and Program Highlights:

Parents who participate in weekly preschool programs with their children usually receive handouts of the activities, have a chance to practice them with a librarian to guide them, and then can repeat them with their children at home.

Preschool programs that involve parents can become a social event with the parents. Networks among parents with small children are formed; the networks provide support, shared information, and impetus to continue with reading activities.

Public libraries encourage new parents' enthusiasm for reading through programs that offer training, tips, books, and incentives for reading to their newborn children.

Workshops for child care providers help these caregivers to begin reading aloud programs during the day. Libraries provide bibliographies, activity sheets, and sometimes even collections of books for parents to borrow from as they pick up their children.

The Office of Educational Research and Improvement of the U.S. Department of Education has encouraged parental involvement in children's use of the library by publishing *Helping Your Child Use the Library*. A Spanish version, *Cómo ayudar a sus hijos a usar la biblioteca*, is also available. This short monograph provides tips on getting children interested in reading and suggestions for using library services for children of all ages as well as children with special needs.

The Johnson County Public Library in Shawnee Mission, Kansas, has set up parent/child learning centers where parents and preschoolers learn together in hands-on activities. They learn language games, art, music, and physical activities.

Public libraries develop and distribute packets of materials for new mothers encouraging them to read to their children. The packets may include information brochures, books, audio cassettes, t-shirts for mother and baby, bibliographies of favorite picture books, coupons redeemable at a local library or bookstore, and library card applications. These packets are distributed at hospitals, doctors offices, adoption centers, and prenatal classes. Successful library-new mother programs include Baby Talk

developed by the Decatur (IL) Public Library, Raise-a-Reader at the Broward Public Library in Fort Lauderdale (FL), and Baby Literacy at the Salem (OR) Public Library.

Libraries may target teen parents with programs to encourage them to read to their new babies. Workshops can be held to teach the parents how to read aloud, what books are the most fun to share, and which activities and songs are appropriate for different age levels. Incentives such as new books or magazine subscriptions may be provided to entice the teen parents to the programs. The Prince George's County Memorial Library in Hyattsville, Maryland, has developed a successful teen-parent reading program.

The New Britain (CT) Public Library has started a Family Read Aloud Club to get families into the habit of reading together. Each family receives a packet of reading aloud tips and a bibliography. Special displays of books and videos are featured. Each family receives weekly incentives for reading aloud together for ten minutes each day.

Sources:

Child and parent reading. (1992). In *Public libraries: Places where learning can happen. A report on selected programs supporting the National Education Goals funded under the Library Services and Construction Act, Title I.* Washington, DC: Office of Educational Research and Improvement, Office of Library Programs. IR 054 034. ED number pending.

Jeffery, Debby, & Mahoney, Ellen. (1989, April). Sitting pretty: Infants, toddlers, & lapsits. *School Library Journal*, 35(8), 37-39.

Jones, Trudy, & Schwarzlose, Sally. (1990, February). The changing preschool world: One library's efforts to work with local agencies to serve the preschool community. *Illinois Libraries*, 72(2), 176-78.

Perkinson, Kathryn. (1989). *Helping your child use the library*. Washington, DC: Office of Educational Research and Improvement. ED 306 954.

Perkinson, Kathryn. (1992). *Cómo ayudar a sus hijos a usar la biblioteca*. Washington, DC: Office of Educational Research and Improvement. ED number pending.

Rogers, Pat, & Herrin, Barbara. (1986, Summer). Parent-child learning centers: An alternative approach to library programming for preschoolers. *Top of the News*, 42(4), 343-55.

Todaro-Cagle, Julie. (1988). *A librarian's planning handbook for a read-to-me club*. Austin, TX: Texas State Library. ED 307 901.

Social Context

Library programs for preschool children use promotion and outreach to involve traditional library nonusers.

Comments and Program Highlights:

Some communities and librarians have been so committed to reading for preschoolers that they offer services to day-care centers beyond those traditionally offered by libraries (collections of books and storytelling). In efforts that are usually coordinated by the library, members of the community may set up reading centers, share areas of interest or expertise, or even create parent newsletters.

The Foster Reading Center was set up by the Evanston (IL) Public Library and community leaders to provide reading/learning centers out in the neighborhoods. Its Roving Reader Project sends readers to day-care centers twice a week to share stories and enthusiasm for reading. The library delivers bags of books to these centers once a month.

A newspaper insert created by the Bluegrass Regional Library in Nicholasville, Kentucky, promotes parent/child reading and offers activities, games, crafts, and stories.

In the Opening Our Doors project by the Pioneer Library System in Norman, Oklahoma, learning kits have been created by the library and sent to day-care centers. Some of the topics have included animal babies, dinosaurs, Native Americans, and weather. The kits include books, posters, audio cassettes, actual items (like Native American warbonnets), learning activities, craft supplies, and a bibliography. The kits are so popular that parents have requested them for use at home.

Sources:

Child and parent reading. (1992). In *Public libraries: Places where learning can happen. A report on selected programs supporting the National Education Goals funded under the Library Services and Construction Act, Title I.* Washington, DC: Office of Educational Research and Improvement, Office of Library Programs. IR 054 034. ED number pending.

Harris, Sally. (1990). *Opening our doors: Taking public library service to preschool and day-care facilities.* Norman, OK: Pioneer Library System. ED 319 521.

Jones, Trudy, & Schwarzlose, Sally. (1990, February). The changing preschool world: One library's efforts to work with local agencies to serve the preschool community. *Illinois Libraries,* 72(2), 176-78.

Ryan, Susan Fay. (1990). *Nurturing children's literacy through the establishment of a community-funded preschool lending library and an in-home family reading program.* Ed.D. Practicum, Nova University. ED 324 643.

National Values

By providing materials to preschool children with special needs, special lending libraries enhance the learning and development of these children.

Comments:

Deaf preschoolers are served by librarians who know sign language and by libraries that check out Telecommunications Devices for the Deaf.

Blind or physically handicapped preschoolers may borrow children's materials (Braille or talking books) from the National Library Service of the Library of Congress through their local depository library.

Toy lending libraries serve children with disabilities in several ways: provide toys to be checked out, with librarian-suggested activities for each toy; provide opportunities for parents to find guidance in raising children with special problems; and provide a forum for parents to share experiences with other parents.

Toy lending libraries also serve day-care providers with educational toys, training in educational games that use those toys, and monthly meetings for support. Day-care providers have experienced greater confidence and ability after participating in a toy-lending program.

A U.S. Department of Agriculture Nutrition Education and Training program in Texas has a lending library of over 3,000 up-to-date materials that are available to parents, day-care providers, educators, food service personnel, and Head Start programs. These materials, designed to teach children about nutrition, are well used and well appreciated.

Sources:

Ahmad, Mahassen. (1990). *Texas nutrition education and training program for federal fiscal year 1990. Final evaluation report.* Austin, TX: Texas State Department of Human Services. ED 328 352.

Heiserman, Betti, & Hahn, Deborah. (1986, February). Parent partners in technology. *Exceptional Parent*, 16(1), 30-31.

Lindberg, Marianne, et al. (1988). *Toy libraries in Sweden in 1988.* Paper presented at the International Conference on Family Support, Stockholm, Sweden, August 14-18, 1988. ED 307 765.

Perkinson, Kathryn. (1989). *Helping your child use the library.* Washington, DC: Office of Educational Research and Improvement, 1989. ED 306 954.

Vartuli, Sue. (1988). *Jackson County Family Day Care Project Final Report.* Kansas City, MO: University of Missouri, School of Education. ED 302 341.

National Values

Library programs that target at-risk preschoolers are effective in building library use and excitement for reading.

Comments and Program Highlights:

Librarians visit at-risk day-care programs on a regular basis for storytelling and games.

Library programs may target at-risk parents, offering them exposure to picture books and visually appealing concept books, practice at finger plays and nursery rhymes, discussions about the value of reading, and a selection of audio visual materials. These programs are often held at locations other than the library (at health clinics, for example) for the convenience of the parents. Such programs cause parents to begin sharing books with their at-risk preschoolers at home.

Head Start children respond enthusiastically to visiting the public library, obtaining library cards, and being visited by bookmobiles. Some libraries place circulating collections of books at Head Start and other day-care centers that the parents can check out for use at home.

Libraries offer special training to Head Start teachers and aides in reading and readiness activities. At these workshops, the teachers develop activities that will increase their preschoolers' enjoyment of books and reading.

Special programs are offered for Head Start families at the library. These may cover a variety of interests, including music, art, cooking, holidays, dinosaurs, or bugs.

The Lee County Library in Fort Myers, Florida, received an LSCA grant to offer services to children who would not normally have any contact with a library. Book activity kits and home circulating libraries were made available through day-care centers, and day-care teachers were offered training in developing book activities on their own.

The Nassau County Library System operates a program called Babywise which targets at-risk preschoolers. Meetings for parents are held in the community at health clinics, hospital parenting classes, and Head Start centers rather than at the library. Parents receive a welcoming packet with a free-book coupon redeemable at their local library.

Sources:

Dunn, Christina (Ed.). (1989). *A head start at the library. Check this out series.* Washington, DC: Office of Libraries and Learning Technologies. ED 317 210.

MacCarry, Bert. (1989, January). More food for thought: Helping preschool child care staff and parents do more with stories and related activities: A pilot joint venture between a Florida public library and local child care centers. *Young Children*, 44(2), 17-21.

Perkinson, Kathryn. (1989). *Helping your child use the library.* Washington, DC: Office of Educational Research and Improvement. ED 306 954.

Towey, Cathleen A. (1990, September). Babywise: Booking a head start for parents. *School Library Journal*, 36(9), 148-52.

National Values

Programs for preschool children to develop a love of reading can help raise the literacy level of nonreading parents.

Comments and Program Highlights:

Intergenerational literacy programs have been successful at achieving their goals: helping parents understand the importance of modeling, improving the parents' reading skills, enhancing the reading readiness of preschoolers, and improving the self-esteem of the parents and children.

The number of intergenerational literacy projects that have been funded by LSCA Title VI is increasing. These programs include activities for parents (discussion groups, tutoring), activities for children (story times, puppet shows), and activities for parents and children together (sharing books together).

Nonreading parents of preschoolers in Philadelphia were given workshop training in "reading" to their children. The training included: lists of books for preschoolers that beginning readers can "read" to them, tips on reading to children, time to share experiences with other parents, and practice time to develop confidence. The training was quite successful.

Massachusetts initiated one of the first programs to improve the literacy of incarcerated parents so these parents could learn to share books with their small children.

The Carnegie Library of Pittsburgh has a special Read Together program for parents who are participating in literacy tutoring. Parents receive free bus transportation to the library with their children. While the parents are being tutored, the children participate in story times and special activities. The parents are enthusiastic about the children's program because they see social and emotional growth in their children; in turn, they are more enthusiastic about their own tutoring.

Sources:

Eno, Rebecca A. (1987). *The family that reads together. A report on 310 Project #87-98-7017.* Philadelphia, PA: Center for Literacy, Inc. ED 294 985.

Nickse, Ruth S. (1990). *Family and intergenerational literacy programs: An update of* The noises of literacy. Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education. ED 327 736.

Goal Two: By the year 2000, the high school graduation rate will increase to at least 90 percent.

Currently, the students who are most at risk of dropping out before graduation are those with intervening social problems, such as drug use and dysfunctional families, and those who do not "fit" the system. We are losing extremely bright as well as average and below average students. Obviously the schools cannot solve all the social ills that cause students to drop out. These must be addressed by each community with a variety of programs. Public libraries have joined with school libraries in offering programs for at-risk youth. These programs involve the expected literacy training, but they also address other facets of the complicated drop-out problem: self-esteem and ethnic pride, motivation, thinking and study skills, and development of interests.

The schools themselves are changing as educators across the country realize that schools should be adapted to fit the needs of the students, not students changed to fit the needs of the schools. School library programs offer the most flexible structure within the school to change as students' needs are identified. Libraries can provide learning materials for every interest, subject area, and learning style. Libraries can access sources within the community or across the country. It is no wonder that many schools now undergoing restructuring have turned to their school libraries as the center of their restructured schools. And restructured schools may be the best hope that at-risk students have of finding their needs met at school.

Learning and Schools

- Library programs can break the cycle of illiteracy.
- Libraries use special programs to build the ethnic pride and self-esteem of students; these programs entice students to become regular library users.
- Library programs for at-risk students can motivate them to remain in school.
- Library programs can provide reinforcement or enrichment in skills needed by students to succeed in school.

Social Context

- Libraries use outreach programs to take library services into communities which would otherwise not have access to library services.
- Intergenerational programs coordinated by libraries use the talents and enthusiasm of elderly volunteers to provide special services for children who are at-risk.
- Library programs for children in shelters or high-risk situations provide a stable influence in their lives and interest many of them in reading.

National Values

- Library programs that target at-risk minority students can boost their achievement, success, and retention in school.
- Libraries provide programming, collections, and services for multicultural experiences. These help minority students succeed in our society and help all students understand other cultures.

Learning and Schools

Library programs can break the cycle of illiteracy.

Comments and Program Highlights:

Public libraries provide storytimes at low-income housing developments. Children also receive library cards and sometimes paperback books.

Public libraries or schools provide transportation for children at low-income housing developments to come to the library for storytimes.

The Huntington Beach (CA) Library is using LSCA funds for a family literacy project that targets a minority neighborhood with a high illiteracy rate. Illiterate parents are taught to read using special adult-interest materials (including oral histories, language experience stories, and anecdotes from adult learners) and children's books. In addition to private tutoring, adults are invited to monthly group meetings to share experiences; at the same time their children are treated to storytime.

At the Goshen (IN) Public Library, a family literacy project targets illiterate parents with tutoring, small group interaction, and computer-assisted instruction; it provides simultaneous story hours and activities for the children; and it offers additional sessions for the family as a unit to encourage the interests and behaviors that will support literacy. Families are identified through various community agencies. These families are then visited in the home, given an incentive packet, and invited to join the program.

The Joliet (IL) Public Library has opened a Juvenile Literacy Center for disadvantaged children. The center helps children develop the ability to read, write, and use basic math skills and provides books, software, and other materials.

[See additional information under Goal 1: Active preschool programs at the library can break the cycle of illiteracy.]

[See additional information under Goal 1: Programs for preschool children to develop a love of reading can help raise the literacy level of nonreading parents.]

[See additional information under Goal 5: Libraries promote adult literacy by sponsoring intergenerational/family literacy projects.]

Sources:

Humes, Barbara, & Cameron, Carol. (1990). *Library programs. Library literacy program: Analysis of funded projects, 1989. LSCA VI.* Washington, D.C.: Office of Educational Research and Improvement, 1990. ED 328 277.

Services to disadvantaged school age children. (1992). In *Public libraries: Places where learning can happen. A report on selected programs supporting the National Education Goals funded under the Library Services and Construction Act, Title I.* Washington, DC: Office of Educational Research and Improvement, Office of Library Programs. IR 054 034. ED number pending.

Skaptason, Trish. (1992). LSCA and the National Education Summit goals. In *Public libraries: Places where learning can happen. A report on selected programs supporting the National Education Goals funded under the Library Services and Construction Act, Title I.* Washington, DC: Office of Educational Research and Improvement, Office of Library Programs. IR 054 034. ED number pending

Learning and Schools

Libraries use special programs to build the ethnic pride and self-esteem of students; these programs entice students to become regular library users.

Comments and Program Highlights:

Libraries provide a forum for students to enrich and share their cultural heritage. Libraries coordinate speakers, displays, festivals, and video series and provide avenues for students to share their reactions.

Librarians work with community agencies to offer programs that address teen concerns (e.g., teen stress, how to deal with anger, and peer pressure). Appropriate library materials are featured at these special events.

Libraries like the Reuben McMillan Free Library Association in Youngstown, Ohio, conduct special programs on ethnic heritage for at-risk and minority students. The program ideas have included African American writers, games around the world, Hispanic crafts, and many others. Students come to the special programs and then continue to visit the library. Juvenile book circulation goes up and stays up after these special programs.

In Colorado Springs, Colorado, the Plains and Peaks Regional Library Services System conducted a project to raise the self-esteem of at-risk students. These students were invited to a conference about how young adults can set up youth centers. A teen group was created to do skits to dramatize teen problems. Librarians booktalked relevant books and provided a directory of community service organizations. Teens talked about the importance of reading.

[See additional information under Goal 3: Library programs enhance students' self-concept; confident students are more likely to do well academically.]

Sources:

Services to disadvantaged school age children. (1992). In *Public libraries: Places where learning can happen. A report on selected programs supporting the National Education Goals funded under the Library Services and Construction Act, Title I.* Washington, DC: Office of Educational Research and Improvement, Office of Library Programs. IR 054 034. ED number pending.

Learning and Schools

Library programs for at-risk students can motivate them to remain in school.

Comments and Program Highlights:

Successful at-risk programs establish strong links between the school and the family. The programs depend on caring teachers who have high expectations. School librarians are integral to these programs.

Through a review of the literature, J. Gordon Coleman, Jr., has found that successful at-risk programs have the following characteristics: attentive to individuals on a one-to-one basis; directed toward long-range solution, not quick fix; flexible according to individual needs; and comprehensive, involving both the school and community. Coleman believes that librarians have a special role in at-risk programs in the schools: matching each student's information needs with sources in or out of the school; teaching students to find and use information thoughtfully; consulting with teachers to provide additional learning strategies and resources; integrating career information into curriculum; and providing access to nontraditional media (video, computer, laserdisc) which are especially appealing to at-risk learners.

School libraries in Winnipeg, Manitoba offer special programs to attract at-risk students: whole language programs, young authors conferences, guest readers from the community, and joint programs with the public library.

The Kinchafoonee Regional Library in Dawson, Georgia, has used a variety of techniques to inform at-risk students about special programs and services, including flyers to parents, parent meetings, publicity in the media, a summer reading program, and visits by whole classes to the public library.

The Rantoul (IL) Public Library's at-risk program offers volunteer tutorials during students' study halls, educational seminars and workshops, field trips to businesses, and pre-employment experiences at local businesses.

Sources:

Brown, Gerald R. (1990). *At-risk students: How do school (library) systems respond?* Paper presented at the 19th annual meeting of the International Association of School Librarianship, Umea, Sweden, July 8-12, 1990. ED 326 251.

Coleman, J. Gordon, Jr. (1990). Characteristics of at-risk youth and the library's role in dropout prevention. *TechTrends*, 35(4), 46-47.

Services to Disadvantaged School Age Children. (1992). In *Public libraries: Places where learning can happen. A report on selected programs supporting the National Education Goals funded under the Library Services and Construction Act, Title I.* Washington, DC: Office of Educational Research and Improvement, Office of Library Programs. IR 054 034. ED number pending.

Learning and Schools

Library programs can provide reinforcement or enrichment in skills needed by students to succeed in school.

Comments and Program Highlights:

Because school library programs reach every child in the school, school librarians can provide a consistent curriculum for all students in study, thinking, and information skills.

Library research units offer students the opportunity to refine and apply their ability to study, think, and find information as they work on an independent (yet monitored) basis.

School librarians not only teach reading skills and provide regular exposure to books and reading, they also build students' enthusiasm for reading through contests, displays, special programs, storytelling, puppet shows, author visits, and myriad other activities.

Students in the East Central Georgia Regional Library System have shown a dramatic improvement in their attitudes and grades since a branch library was converted into a homework center. The center provides materials, study space, assistance with homework, and one-on-one tutoring in math and reading.

The Broward County (FL) Division of Libraries has set up a book production center for economically disadvantaged youths. Students are taught to write and illustrate their own books, which are then bound and distributed to branch libraries. The students have been overwhelmingly enthusiastic. All are more interested in books and learning; some even plan to pursue writing as a career.

[See additional information under Goal 3: Library programs can develop in students a high level of information literacy.]

[See additional information under Goal 3: Library programs can develop students' thinking skills.]

Sources:

Services to disadvantaged school age children. (1992). In *Public libraries: Places where learning can happen. A report on selected programs supporting the National Education Goals funded under the Library Services and Construction Act, Title I.* Washington, DC: Office of Educational Research and Improvement, Office of Library Programs. IR 054 034. ED number pending.

Social Context

Libraries use outreach programs to take library services into communities that would otherwise not have access to library services.

Comments and Program Highlights:

In many rural areas, bookmobiles are used to take summer reading program materials to children who cannot get to a library. The bookmobiles of the Southwest Georgia Regional Library in Bainbridge, Georgia, travel to rural schools in a three-county area and even make door-to-door stops so that all children have a chance to participate.

Libraries that have offered programs and services to children and young adults at community sites other than the library have noticed a significant increase (30-35%) in circulation of juvenile materials.

The South Georgia Regional Library in Valdosta, Georgia, provides a book collection, films, and a study hall at a local recreation center. In addition, permanent libraries are maintained at the local boys' and girls' clubs.

The Jackson County Library in Medford, Oregon, coordinates the activities of the Medford Story Guild, volunteers who offer storytelling, crafts and creative drama for children. To reach children who cannot attend their programs held at local elementary schools, Guild members created a storymobile that travels to a shopping mall each week and offers a morning full of stories and activities as well as the opportunity to check out books.

The Orange County (CA) Public Library conducts a successful outreach program to shelters for abused, neglected, or homeless children.

Sources:

National Education Goals: Programs. (1992). In *Public libraries: Places where learning can happen. A report on selected programs supporting the National Education Goals funded under the Library Services and Construction Act, Title I.* Washington, DC: Office of Educational Research and Improvement, Office of Library Programs. IR 054 034. ED number pending.

Services to disadvantaged school age children. (1992). In *Public libraries: Places where learning can happen. A report on selected programs supporting the National Education Goals funded under the Library Services and Construction Act, Title I.* Washington, DC: Office of Educational Research and Improvement, Office of Library Programs. IR 054 034. ED number pending.

Skaptason, Trish. (1992). LSCA and the National Education Summit goals. In *Public libraries: Places where learning can happen. A report on selected*

programs supporting the National Education Goals funded under the Library Services and Construction Act, Title I. Washington, DC: Office of Educational Research and Improvement, Office of Library Programs. IR 054 034. ED number pending.

Zwarenstein, Mandy. (1986, December). Motivating children to read. *Canadian Library Journal,* 43(6), 402-06.

Social Context

Intergenerational programs coordinated by libraries use the talents and enthusiasm of elderly volunteers to provide special services for children who are at risk.

Comments and Program Highlights:

In Los Angeles, older adults are being trained to read aloud and motivate children to read. Eighty percent of the children in the program are nonwhite, and most are nonreaders. The result of the program has been improved grades at school for participating children.

The Virginia State Library has established a two-way intergenerational program for older adults and at-risk youth. The youths instruct the elderly in the use of online systems at the library. The elderly teach and tutor the youths on study skills, library use skills, writing, and math in the library after school.

In Elmsford, New York, trained older volunteers tell stories to a variety of disadvantaged audiences: nursing-home-bound elderly residents, children in the pediatric unit of the hospital, children in the psychiatric unit at the hospital, and young adults who are severely developmentally disabled.

Sources:

Services to disadvantaged school age children. (1992). In *Public libraries: Places where learning can happen. A report on selected programs supporting the National Education Goals funded under the Library Services and Construction Act, Title I.* Washington, DC: Office of Educational Research and Improvement, Office of Library Programs. IR 054 034. ED number pending.

Social Context

Library programs for children in shelters or high-risk situations provide a stable influence in their lives and interest many of them in reading.

Comments and Program Highlights:

Librarians provide reading guidance and reference assistance to children and adults in shelters, detention centers, and children's homes.

Fiction and nonfiction collections have been given by libraries to runaway and homeless shelters, juvenile detention centers, shelters for victims of domestic violence, and family support/counseling centers. These collections are well used.

Librarians compile information about service agencies, health facilities, and hot lines available in their community. This information may be published and handed out to youth in identified high-risk situations.

The Orange County (CA) Library provides library services to abused, neglected, and homeless children in shelters. The services include an on-site librarian; six weekly library programs of reading, crafts, and field trips; an on-site library collection; and a book for each child to keep. The library services have provided stability for these children and have interested them in reading.

Sources:

Services to disadvantaged school age children. (1992). In *Public libraries: Places where learning can happen. A report on selected programs supporting the National Education Goals funded under the Library Services and Construction Act, Title I.* Washington, DC: Office of Educational Research and Improvement, Office of Library Programs. IR 054 034. ED number pending.

National Values

Library programs that target at-risk minority students can boost their achievement, success, and retention in school.

Comments and Program Highlights:

Use of the library has been shown to be an important predictor of student retention, especially for minority students.

Academic libraries have developed special retention programs for minority students. These may include focusing on how students learn; giving individual students personal attention; providing an environment that nourishes self-esteem; and offering career counseling and academic remediation.

Minority retention programs often involve teams of librarians, classroom teachers, and administrators.

Libraries have opened after-school homework centers for minority students to receive special help on school assignments. These centers may also offer literacy training.

The University of Michigan library has developed a library-based peer counseling program for minority students in which trained minority students help their peers use information and information sources successfully. These peer counselors also serve as positive role models.

Several California public libraries have joined together to meet the information and reading needs of the Asian population by setting up a Project ASIA center. The center has a staff with specialized training in collection development in Chinese, Japanese, Korean, and Vietnamese. They loan materials through interlibrary loan to all participating libraries and publish an annual catalog in the four languages.

Librarians and media teachers have been very successful in using audiovisual materials and technology with minority students. For example, the New York City public libraries have used films without dialogue with English as a Second Language students, the Queens Borough Public Library has helped students who speak different languages to work together using Logo to draw pictures, and Bronx Regional High School uses student-produced videos to investigate issues related to the curriculum or student concerns.

Sources:

Fischer, Russell G., et al. (1986, March 1). The practicing librarian. *Library Journal*, 111(4), 62-67.

BEST COPY AVAILABLE

Libraries Serving the General Public Division. Section: Library services to multicultural/multilingual populations. (1986). Papers presented at the 52nd International Federation of Library Associations (IFLA) General Conference, Tokyo, Japan, August 24-30, 1986. ED 280 488.

MacAdam, Barbara, & Nichols, Darlene P. (1989, September). Peer information counseling: An academic library program for minority students. *Journal of Academic Librarianship*, 15(4), 204-09.

Mallinckrodt, Brent, & Sedlacek, William E. (1987, Winter). Student retention and the use of campus facilities by race. *NASPA Journal*, 24(3), 28-32.

National Education Goals: Programs. (1992). In *Public libraries: Places where learning can happen. A report on selected programs supporting the National Education Goals funded under the Library Services and Construction Act, Title I.* Washington, DC: Office of Educational Research and Improvement, Office of Library Programs. IR 054 034. ED number pending.

Smalls, Mary L. (1987). *The role of the academic library and faculty in the retention of black students in higher education.* Paper presented at the 3rd National Conference on Black Student Retention in Higher Education, Tampa, Florida, November 3, 1987. ED 304 059.

National Values

Libraries provide programming, collections, and services for multicultural experiences. These help minority students succeed in our society and help all students understand other cultures.

Comments and Program Highlights:

According to authors of multicultural children's books, their stories teach that we are all human, that we can share human experiences from many different cultures, and that it is all right to be different because everyone's experiences are important.

Children's multicultural authors believe that their books can reveal truths that have pervaded many different cultures from times past. Children take from those stories a sense of what they can accomplish in the future.

The 1991 White House Conference on Library and Information Services recommended an emphasis on literacy initiatives to aid the disadvantaged. Programs for minority groups and disabled people should be offered at accessible locations.

Libraries on reservations and in Alaskan Indian villages have built special collections of materials to preserve the Indian cultural heritage.

The Chicago (IL) Public Library has a program that targets new immigrants, giving them help at learning how the library can serve them, supporting their children in school with supplementary classes and easy-to-read materials, and building a strong collection of multi-ethnic materials.

The Miami-Dade (FL) Library System, whose patron base is 42% Hispanic, maintains two card catalogs (one in Spanish), mails Spanish books out to elderly homebound, and has established a special branch library called Hispanic Branch. This branch's mission is to introduce its patrons to American culture while helping them maintain their own heritage. Services include a collection that is 75% Spanish with a large reference collection (which is widely used by students), many programs for children and reluctant young adults, and programs on Hispanic heritage. Librarians provide special services to adults like helping them with letter writing or translations and directing them to community service organizations.

The Milwaukee (WI) Public Library maintains a special collection of materials for Southeast Asian young adults in order to enhance their English language skills, improve their learning, integrate them into American culture, and enhance their appreciation for their own cultural heritage. These materials are shared with the public schools.

Sources:

Cameron, Ann; Narahashi, Keiko; Walter, Mildred Pitts; & Wisniewski, David. (1992, January). The many faces in children's books. *School Library Journal*, 38(1), 28-33.

Foster, Barbara. (1989, Spring). Public libraries in metropolitan Miami: Aqui se habla Espanol? *Journal of Ethnic Studies*, 17(1), 129-35.

Information 2000: Library and information services for the 21st century. Summary report of the 1991 White House Conference on Library and Information Services. (1991). Washington, DC: White House Conference on Library and Information Services. IR 054 034. ED number pending.

National Education Goals: Programs. (1992). In *Public libraries: Places where learning can happen. A report on selected programs supporting the National Education Goals funded under the Library Services and Construction Act, Title I.* Washington, DC: Office of Educational Research and Improvement, Office of Library Programs. IR 054 034. ED number pending.

TRAILS (Training and Assistance for Indian Library Services) Final Report, September 10, 1985-January 10, 1987. (1986). Norman, OK: University of Oklahoma, School of Library Science. ED 278 528.

Trejo, Tamiye Fujibayashi, & Kaye, Mary. (1988, November). The library as a port of entry. *American Libraries*, 19(10), 890-92.

Goal Three: By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

Competency in challenging subject matter is no longer defined as knowing a specified set of facts about each subject. If information is doubling every few years, then no student can be expected to memorize all the relevant facts about a given subject. Competency is the ability to understand themes and variations, to place new facts in context of what is already known, to ask the right questions, to search for and construct answers, to analyze and interpret information, and to use knowledge to create new ideas. Underlying all of these abilities is the ability to think and to learn independently.

The mission of our schools is to teach our students to think and to instill in them the desire to learn. John Updike said, "Four years was enough of Harvard. I still had a lot to learn, but had been given the liberating notion that now I could teach myself."[1] Only lifelong learners can hope to be responsible citizens able to keep up with the rapidly changing world scene. Only lifelong learners can be flexible enough to retrain for changing job requirements in order to remain productive workers.

As information explodes beyond the capacity of textbooks, and technology changes the very nature of learning, libraries will become the learning centers for our society. Students will learn in school libraries how to find and process information using technology as a tool. Students will be able to access sources of information from throughout the world. Students will learn to share their inquiries with other students via electronic communication. Our students will become active learners pursuing subjects in depth and making evaluative decisions about the information they find. These students will be powerful learners, for, as Arthur Guiterman said, "Who

1 Simpson, James B. (Comp.). (1988). *Simpson's contemporary quotations.* Boston: Houghton Mifflin. p. 121.

learns by finding out has sevenfold the skill of he who learned by being told."[2]

2 Wurman, Richard Saul. (1989). *Information anxiety*. New York: Doubleday. p. 159.

Learning and Schools

- Library programs enhance students' self-concept; confident students are more likely to do well academically.
- Library programs can develop in students a high level of information literacy.
- Libraries can provide students with cultural and artistic experiences.
- Library programs foster literacy and a love of reading.
- Library programs can develop students' thinking skills.
- School library media specialists have positive and significant impact on the curriculum of the school; they also function as school policymakers.
- Library programs can develop lifelong readers and learners.
- Library programs help students develop technological competence. Students are able to use technology in learning.
- Library programs increase students' achievement in school.

Social Context

- Libraries perform a community service while enhancing the learning opportunities for children by providing latchkey programs.
- Library-managed distance education programs can provide opportunities for child and adult learning that are not available in the local community.
- Intergenerational programs operated by libraries increase the achievement and success of children while providing opportunities for older people to become involved in their community.
- Joint school/public library projects provide enrichment opportunities for students and set up a habit of library use that facilitates lifelong learning.
- Libraries provide materials and programs that facilitate acceptance of cultural and ethnic diversity.

National Values

- Equity of access to library materials, technology, and information is a basic American right. It is achieved only when it is fostered by a qualified librarian.
- Libraries preserve our basic right of intellectual freedom.
- Libraries provide resources and services that help students develop career/college plans.
- Libraries offer opportunities for disabled and handicapped persons to pursue reading and lifelong learning.
- Libraries can help students and communities develop a global perspective and learn responsibilities of citizenship.

Learning and Schools

Library programs enhance students' self-concept; confident students are more likely to do well academically.

Comments and Program Highlights:

Research has shown that students with good feelings about themselves and their abilities are more likely to perform well academically.

Many of the stories shared during storytime enhance students' self-concepts. Students have the chance to talk about their feelings in reaction to the stories.

Materials in the library collection are purchased with students' needs in mind. Students can find materials about their own interests and concerns. Thus they can independently and actively address their own personal needs.

According to a research study by Hopkins, numerous characteristics of work in the library media center contribute to students' developing positive self-concepts:

Cooperative work is encouraged by the library media specialist;

Students are invited to work independently in the library media center;

Students are successful in library work because the library media specialist teaches them library skills and helps them when necessary;

Students are challenged in library work by stimulating assignments and materials;

Library media specialists give students a feeling of value when they display student work, treat each student as a valuable learner, and value student opinions about books and ideas; and

The library has a positive atmosphere in which students are invited to use anything and made to feel special and welcome.

[See additional information under Goal 2: Libraries use special programs to build the ethnic pride and self-esteem of students; these programs entice students to become regular library users.]

Sources:

Hopkins, Dianne McAfee. (1989, April). Elementary school library media programs and the promotion of positive self-concepts: A report of an exploratory study. *Library Quarterly*, 59(2), 131-47.

Learning and Schools

Library programs can develop in students a high level of information literacy.

Comments and Program Highlights:

Librarians foster students' development of information skills by teaching, modeling, and facilitating good information use, decision making, thinking skills, and problem solving.

Several models for teaching research and information literacy are available. Current models advocate teaching information problem solving as a process involving thinking skills.

Public, academic, and school libraries are cooperating to teach students underlying processes of information literacy that transfer from one library to another.

Library media specialists offer library instruction that goes far beyond traditional locational skills to include: using and creating information; defining the problem and developing a search strategy; using a search process; evaluating and selecting sources of information; judging the accuracy and value of the information found; forming conclusions based on making connections to what is already known; applying study and organizational strategies to research in any subject area; and learning how to learn.

Research has shown that school library media programs have a growing potential to instill in college-bound students a high degree of information literacy, particularly those programs that offer access through technology.

Research has shown that students in schools with well-equipped resource centers and professionally trained library media specialists perform better on achievement tests for basic research skills.

Sources:

DeHart, Florence E., & Bleeker, Gerrit W. (1988, Spring). Helping young adults use information in problem solving. *Journal of Youth Services in Libraries*, 1(3), 305-09.

Eisenberg, Michael B., & Berkowitz, Robert E. (1988). *Curriculum initiative: An agenda and strategy for library media programs*. Norwood, NJ: Ablex, 1988.

Eisenberg, Mike, & Berkowitz, Bob. (1988, September). Library and information skills curriculum scope and sequence: The Big Six Skills. *School Library Media Activities Monthly*, 5(1), 26-28, 45, 50-51.

Haycock, Ken. (1989, September-October). What works: Impact on student achievement. *Emergency Librarian*, 17(1), 11.

Jones, Patrick, & Morse, Candace E. (1986, Fall). What to do when the *World book* is missing: A program of public library instruction for high school students. *RQ*, 26(1), 31-34.

Kuhlthau, Carol C. (1987, Fall). A emerging theory of library instruction. *School Library Media Quarterly*, 16(1), 23-28.

Kuhlthau, Carol C. (1989, Summer). The information search process of high-, middle-, and low-achieving high school seniors. *School Library Media Quarterly*, 17(4), 224-26.

Kuhlthau, Carol C. (1989, Fall). Information search process: A summary of research and implications for school library media programs. *School Library Media Quarterly*, 18(1), 19-25.

Merriam, Joyce. (1988). *Helping college-bound students develop higher levels of information literacy: A report on a study of selected school library media programs in Massachusetts*. Amherst, MA: University of Massachusetts. ED 302 235.

Stripling, Barbara K., & Pitts, Judy M. (1988). *Brainstorms and blueprints: Teaching library research as a thinking process*. Englewood, CO: Libraries Unlimited.

Learning and Schools

Libraries can provide students with cultural and artistic experiences.

Comments and Program Highlights:

Through a variety of activities and resources, school libraries can provide students with an introduction to the arts coordinated with classroom subjects. Activities and resources might include books and audiovisuals, displays of professional and student artwork, celebrations and festivals, resource speakers, demonstrations, a study of the arts integrated with other subjects, and information about local cultural events and places.

Public or academic libraries can encourage art in the schools by loaning art books, art prints, and original art to schools for display. Libraries also display children's art work in their lobbies.

Public libraries celebrate art through art festivals, displays, and competitions in music, drama, dance, and visual arts.

Libraries in some locations coordinate an Artist-in-Education program which brings professional artists into the schools to perform and interact with the students.

The Chicago Public Library offers folktale programs for major ethnic and language groups. These are special cultural experiences for children.

Sources:

Brady, Julie, & Garrison, Sandy Causey. (1990, February). School/library cooperation: The Bensenville Community Public Library approach. *Illinois Libraries*, 72(2), 136-40.

Del Negro, Janice M. (1990, February). In unity, strength: School/library cooperation at the Chicago Public Library. *Illinois Libraries*, 72(2), 132-36.

Lee, Ronald T. (Ed.), et al. (1987). *The ideabook for arts in education: Resource guide 1. The arts and learning: Interdisciplinary resources for education.* Albany, NY: New York State Education Department. ED 288 766.

Learning and Schools

Library programs foster literacy and a love of reading.

Comments and Program Highlights:

The 1991 White House Conference on Library and Information Services recommended the adoption of the Omnibus Children and Youth Literacy Through Libraries Initiative, which advocates federal support for literacy projects at the state and local levels.

Reading helps students counteract economic and educational deprivation.

Family reading programs involve a variety of services for family members of all ages and abilities. They are effective in fostering a family environment that inspires reading.

Librarians provide a range of services and programs to develop literacy and a love of reading. These include programs for the students (story hours, readers' advisory, cultural explorations, literacy tutoring, reading clubs, summer reading programs, after-school programs, class visits, teen programs, and the Reading is Fundamental book distribution program), programs for parents (workshops, materials on parenting, parent/child literacy programs, and cultural explorations), and collections that support a variety of interests and reading abilities.

Libraries can be involved with literacy training at various levels, from simply providing a collection of literacy materials, to cooperating with local agencies and building literacy coalitions, to providing literacy training through the library.

Many states have developed library-initiated, statewide literacy programs (e.g., Illinois, Oklahoma, California, New York, Ohio, Florida, Indiana, Kentucky, Massachusetts, Maryland, North Carolina, South Carolina, and New Jersey). Although the programs are operated locally, states provide support such as bibliographies, handbooks, publicity materials, training, and coalitions with literary agencies.

Anita Bassey of the Brooklyn (NY) Public Library has suggested that librarians go beyond their regular services to foster literacy by working for grants and extra money to sponsor literacy programs, by being sensitive to format needs of learners and providing what they need, by using interlibrary loan, by training their staff in literacy instruction, by encouraging cooperation between school and public libraries, and by supporting youth programs.

In a 1989 study, the State Library of Ohio discovered that Ohio public libraries serving communities with large non-English speaking popula-

tions were enhancing literacy efforts by providing foreign language books, newspapers in foreign languages, literacy tutoring, cultural programs, and meeting space for special events.

Successful literacy programs like the Project on Adolescent Literacy (PAL) in New York have certain characteristics:

A belief that students can learn to read;

An emphasis on building students' self-esteem;

The teaching of successful strategies;

Professionally trained staff who care; and

Access to an appropriate and varied collection of materials.

Some literacy programs are aimed at improving the reading comprehension, writing skills, and computer use of *all* students. Such a program was begun in a school district in Moss Point, Mississippi. Students use computer-generated conceptual maps to help them comprehend information. Student performance on the Functional Literacy Examination in the second year of the program showed remarkable improvement in reading comprehension and essay writing. The school library media specialists manage the project, train the teachers, and, most importantly, are directly involved in teaching reading and writing improvement.

Sources:

Information 2000: Library and information services for the 21st century. Summary report of the 1991 White House Conference on Library and Information Services. (1991). Washington, DC: White House Conference on Library and Information Services. IR 053 900. ED number pending.

Libraries & literacy—A national overview. (1987, June). *Illinois Libraries*, 69(6), 400-409.

Libraries serving youth: Issues and programs in New York State. (1988, Spring). *Bookmark*, 46(3), 1-56. ED 314 075.

Richardson, Elizabeth, et al. (1990, September). The library media specialist: A key partner in a literacy success story. *School Library Media Activities Monthly*, 7(1), 28-30.

Szudy, Thomas, & Byrnes, Jane. (Eds.). *Reaching new readers: Library planning for a literate society. Occasional Paper Series 2, No. 6.* Columbus, OH: Ohio State Library, 1990. ED 327 205.

Learning and Schools

Library programs can develop students' thinking skills.

Comments and Program Highlights:

A number of studies have shown that school library media programs help students develop cognitively and improve their critical thinking skills.

Thinking skills can be applied to all activities in the library including storytime, literature study, and research.

Library service has moved beyond physical access to information to intellectual access to information. The focus is on intellectual content rather than physical objects (e.g., the currency and accuracy of books on a given topic are more important than the number of books).

Library media specialists and teachers must expect students to think as they find, analyze, and use information. They must incorporate thinking into assignments at every grade level and for every subject.

The use of technology and electronic searching in libraries enhances students' critical thinking skills.

Modeling thoughtful behavior may be the critical element in teaching students to think while doing library research.

Flexible scheduling allows library media specialists to build thinking skills into subject units integrated with the classroom learning.

To involve students in thinking, Mancall proposes that library media specialists should:

Model metacognition; think out loud about the process of finding and evaluating information;

Develop assignments in every area of the curriculum that require students to think;

Set up small-group tasks in which students help other students;

Train students in thinking tactics and search strategies;

Help students learn to monitor their own progress;

Help students learn to ask the right questions rather than seek specific answers;

Ask students thoughtful questions;

Provide hands-on experience; and

Facilitate students' active learning.

Library media specialists have the opportunity to incorporate the teaching of specific thinking strategies into library units involving the use of those strategies. According to Hughes, librarians should use familiar subjects to teach new thinking skills and familiar thinking skills to teach new subjects.

Hughes proposes that library media specialists can encourage thinking through their teaching techniques: asking broad, thoughtful questions, waiting for thoughtful responses, listening carefully to answers and giving students the opportunity to amplify their answers, asking penetrating followup questions, helping students talk through their process of thinking, and providing encouragement for thinking attempts and successes.

Sources:

Berkowitz, Bob, & Berkowitz, Joyce. (1987, May). Thinking is critical: Moving students beyond location. *School Library Media Activities Monthly*, 3(9), 25-27.

Hughes, Carolyn S. (1986, Fall). Teaching strategies for developing student thinking. *School Library Media Quarterly*, 15(1), 33-36.

Jay, M. Ellen. (1986, Fall). The elementary school library media teacher's role in educating students to think. *School Library Media Quarterly*, 15(1), 28-32.

Mancall, Jacqueline C., et al. (1986, Fall). Educating students to think: The role of the school library media program. *School Library Media Quarterly*, 15(1), 18-27.

Pellerin, Mary Ann (Ed.), et al. (1987). *Cooperative development of thinking skills: Emphasizing the cooperative effort between library media and classroom teachers*. Hartford, CT: Connecticut Educational Media Association. ED 287 452.

Ross, Shirley L. (1990, March). Information skills in the information laboratory. *School Library Media Activities Monthly*, 6(7), 31-33.

Think about it: Volume III, Part I. A collection of articles on higher order thinking skills. REACH: Realistic educational achievement can happen. (1988). Austin, TX: Texas Education Agency. ED 298 141.

Vandergrift, Kay E. (1986, Summer). Elementary school library media centers as essential components in the schooling process. *School Library Media Quarterly*, 14(4), 171-73.

Learning and Schools

School library media specialists have positive and significant impact on the curriculum of the school; they also function as school policymakers.

Comments and Program Highlights:

The educational reform movement is changing the role of the school library media specialist. As teachers and students are moving out of textbook- and classroom-based learning into library-based learning, library media specialists become central to schoolwide curriculum development activities.

School library media specialists provide access to resources outside of the school, maintain a collection of professional development materials, and offer professional development activities.

Library media specialists become instructional leaders in their schools by demonstrating the qualities identified by Peters and Austin in *A Passion for Excellence* as leadership characteristics found in excellent businesses and outstanding schools: have a clear vision of where you want the school to go; clarify the vision by acting on it in a highly visible or symbolic way; visualize what the school will look like; keep in touch with what students, teachers, and administrators are thinking; and put primary emphasis on what's best for the students.

Research data from Eugene Stanwich strongly support the involvement of the library media specialist in the curriculum planning of the school.

Research by Eleanor Kulleseid has also shown that library media specialists have significant impact on the policymaking of a school.

Joyce Merriam concluded, based on a study of school library media programs in Massachusetts, that information literacy should be integrated into the curriculum of every high school and that the library media specialist should be an active participant in planning the curriculum so that students encounter information skills in every class in a well-planned continuum.

Sources:

Brown, Jean. (1990, September-October). Navigating the '90s—The teacher-librarian as change agent. *Emergency Librarian*, 18(1), 19-28.

Kulleseid, Eleanor R. (1985). *Beyond survival to power for school library media professionals*. Hamden, CT: Library Professional Publications.

Merriam, Joyce. (1988). *Helping college-bound students develop higher levels of information literacy: A report on a study of selected school library media programs in Massachusetts.* Amherst, MA: University of Massachusetts. ED 302 235.

Murray, David R. (1989, March/April). In the shadow of educational reform. *TechTrends*, 34(2), 8-10.

Peters, Tom, & Austin, Nancy. (1985). *A passion for excellence: The leadership difference.* New York: Random House.

Stanwich, Eugene E. (1982). *School library media specialist's involvement in curriculum planning.* Doctoral dissertation, State University of New York at Buffalo.

Vandergrift, Kay E. (1986, Summer). Elementary school library media centers as essential components in the schooling process. *School Library Media Quarterly*, 14(4), 171-73.

Learning and Schools

Library programs can develop lifelong readers and learners.

Comments and Program Highlights:

Research has shown that if children have been read to regularly before they enter school, their academic performance is enhanced.

Summer reading and early childhood programs in libraries have been shown to have significant impact on the development of children's reading.

Children who participate in summer reading programs retain vocabulary and comprehension skills better than children who do not participate. The retention does not seem to be based on the number of books read, rather on whether or not the child participated.

Library reading programs that involve parents and children together, or whole families, have demonstrated that they promote lifelong interest in reading among children.

Family reading programs have many advantages. They are more convenient, put the parent at ease with the child's reading, provide tips for the parents, and involve the whole family in a reading habit.

Special programs for preschoolers, with story hours, programs and training for parents, services to day-care providers, and services to new parents, set a pattern of reading enjoyment that will be lifelong.

Storytelling motivates children to read because the students are interested in hearing the stories and in finding other stories to read. Children gain vocabulary, language, listening, and comprehension skills.

Contests and special reading activities in school can generate excitement and motivation for reading. School librarians have instituted sustained silent reading programs, voting for favorite or award books, and whole-school "read-a-thons."

School and public libraries cooperate on reading programs for school-age children, often involving storytelling, summer reading programs, special speakers and films, and language activities. This cooperation enhances year-long reading habits in children.

The 1991 White House Conference on Library and Information Services recommended that libraries be recognized for their pivotal role in education by being designated as educational agencies.

In schools with active library media programs and professional library media specialists, students perform significantly better in tests of reading comprehension and in their ability to express the ideas that they have read.

According to Breivik, learning that takes place in libraries exhibits all the characteristics of good learning experiences: it is real, active, individualized, up-to-date, nonthreatening, and adaptable to different learning styles.

Libraries that offer information skills instruction have academic benefits including increased academic performance of students, increased lifelong learning skills, a broader education for students, enhancement of the faculty and curriculum, an enriched community, and an improvement in the overall educational program.

Academic libraries may assume responsibility for providing services to and teaching the local community by offering precollegiate programs, services to community groups, coordinated programs with area libraries or agencies, and resource sharing.

Some libraries offer especially innovative programs to involve whole families in reading: families in Farmington, Connecticut, pledged to watch no television for a month; families in Milwaukee, Wisconsin, were invited to a poetry reading to hear the poems their children had written during a poetry workshop; and families in Barrington, Illinois, were invited to special Saturday programs on enticing subjects like juggling, wildlife rehabilitation, and sharks.

Library programs that target children who are reading below grade level for special one-on-one help in an atmosphere emphasizing the pleasure of reading have been very effective. Participants in the Leading to Reading Club in Toronto, Ontario, showed a greater interest in reading, were more likely to start reading a book on their own, and exhibited greater self-confidence about their reading after the program. A similar program in Palatine, Illinois, resulted in increased attention spans, higher levels of cooperation, and more positive attitudes toward reading.

Sources:

Breivik, Patricia Senn. (1987, Fall). The role of libraries in the search for educational excellence. *School Library Media Quarterly*, 16(1), 45-46.

Carter, Vivian. (1988, January). The effect of summer reading program participation on the retention of reading skills. *Illinois Libraries*, 70(1), 56-60.

Hatcher, Barbara (Ed.). (1987). *Learning opportunities beyond the school*. Washington, DC: Association for Childhood Education International. ED 288 630.

Haycock, Ken. (1989, September-October). What works: Impact on student achievement. *Emergency Librarian*, 17(1), 11.

Information 2000: Library and information services for the 21st century. Summary report of the 1991 White House Conference on Library and Information Services. (1991). Washington, DC: White House Conference on Library and Information Services. IR 053 900. ED number pending.

Kaspik, Arlene M. (1988, January). Everything's relative: Family programs at the Nichols Library. *Illinois Libraries*, 70(1), 63-64.

Larson, Jeanette. (1990). *The secret code is . . . R.E.A.D.: A program guide for the Texas Reading Club 1990*. Austin, TX: Texas State Library. ED 326 245.

Ringenberg, Marie, & Currie, Robin. (1988). Read it! Literacy: Child/parent/school/library. *Illinois Libraries*, 70(1), 34-35.

Scott, Lorraine. (1989, June). Learning to like reading. *Canadian Library Journal*, 46(3), 173-77.

Seamon, Joan, & Miller, Connie (Eds.). (1987, June). The Illinois literacy effort. *Illinois Libraries*, 69(6), 354-56.

Stoffle, Carla J., Guskin, Alan E., & Boisse, Joseph A. (1984, June). Teaching, research, and service: The academic library's role. *New Directions for Teaching and Learning*, 18, 3-14.

Szudy, Thomas, & Byrnes, Jane (Eds.). (1990). *Reaching new readers: Library planning for a literate society. Occasional Paper Series 2, No. 6*. Columbus, OH: Ohio State Library. ED 327 205.

Vandergrift, Kay E. (1986, Summer). Elementary school library media centers as essential components in the schooling process. *School Library Media Quarterly*, 14(4), 171-73.

Whitney, Loralyn, & Hager, Elizabeth A. (1986). *PACT: Parents and children together. Program manual*. Greeley, CO: High Plains Regional Library System. ED 290 495.

Zwarenstein, Mandy. (1986, December). Motivating children to read. *Canadian Library Journal*, 43(6), 402-06.

Learning and Schools

Library programs help students develop technological competence. Students are able to use technology in learning.

Comments and Program Highlights:

Research has shown that students use technology to solve problems and express their own thinking when they learn to use computers and video through the school library media program.

Students who have learned to use electronic technologies to access and retrieve information in the school library media center develop a higher level of information literacy that will prepare them for college.

To prepare students for the future, library media specialists must incorporate as much new technology as possible into their library media programs.

Libraries that offer after-school homework centers often include the use of computers; these libraries report a significant increase in computer literacy among homework center participants.

Sources:

Merriam, Joyce. (1988). *Helping college-bound students develop higher levels of information literacy: A report on a study of selected school library media programs in Massachusetts.* Amherst, MA: University of Massachusetts. ED 302 235.

Skaptason, Trish. (1992). LSCA and the National Education Summit goals. In *Public libraries: Places where learning can happen. A report on selected programs supporting the National Education Goals funded under the Library Services and Construction Act, Title I.* Washington, DC: Office of Educational Research and Improvement, Office of Library Programs. IR 054 034. ED number pending.

Vandergrift, Kay E. (1986, Summer). Elementary school library media centers as essential components in the schooling process. *School Library Media Quarterly,* 14(4), 171-73.

Learning and Schools

Library programs increase students' achievement in school.

Comments and Program Highlights:

A number of researchers have demonstrated that students' performance in various disciplines greatly improves when the students have access to a school library media center.

Students perform better on tests of basic research skills and reading comprehension skills when they have access to a good library media center and a professional library media specialist.

The Long Beach (CA) Public Library has opened an after school homework center for Cambodian youths to help them succeed in school. The library also provides workshops on library skills and science projects.

Sources:

Haycock, Ken. (1989, September-October). What works: Impact on student achievement. *Emergency Librarian*, 17(1), 11.

National Education Goals: Programs. (1992). In *Public libraries: Places where learning can happen. A report on selected programs supporting the National Education Goals funded under the Library Services and Construction Act, Title I*. Washington, DC: Office of Educational Research and Improvement, Office of Library Programs. IR 054 034. ED number pending.

Vandergrift, Kay E. (1986, Summer). Elementary school library media centers as essential components in the schooling process. *School Library Media Quarterly*, 14(4), 171-73.

Social Context

Libraries perform a community service while enhancing the learning opportunities for children by providing latchkey programs.

Comments and Program Highlights:

Latchkey programs provide recreational and learning opportunities and structured socialization for children who might otherwise be home alone, watching television, or roaming the streets. The programs usually involve games, crafts, reading, stories, and practical skills (e.g., pet care, cooking, safety, and health).

Latchkey programs involve the community in addressing the needs of children. The library often coordinates and sponsors activities in cooperation with community agencies (both governmental and community service agencies).

Some library-sponsored latchkey programs are operated at neighborhood centers to make them accessible to the children who need them the most.

By providing after-school library access and special programs to children and teens, many librarians feel they are helping to instill a "library habit" that will build lifelong library users.

The Greenville County (SC) Library operates an active latchkey program in cooperation with neighborhood youth centers, the police and fire departments, the humane society, the Red Cross, the county health department, the county extension services, and the city and county recreation departments. The most popular aspects of the program have included cases of books placed at neighborhood centers, lessons on preparing nutritious snacks, and crafts.

[See additional information under Goal 6: Latchkey programs provide safe and secure environments for children who might otherwise be on the street every afternoon for several hours.]

Sources:

Chepesiuk, Ron. (1987, March 1). Reaching out: The Greenville County Library's Latchkey Kids program. *Library Journal*, 112(4), 44-48.

Rome, Linda. (1990, April). Service to latchkey kids and the public library: Dealing with real issues. *Wilson Library Bulletin*, 64(8), 34-37.

Social Context

Library-managed distance education programs can provide opportunities for child and adult learning that are not available in the local community.

Comments and Program Highlights:

There is an important place for library-based partnerships in distance education, but specific models must be developed. A study was undertaken by the Contact North/Contact Nord program in Northern Ontario to determine the role of libraries in the future design and delivery of distance learning.

Librarians who hope to integrate distance-education programs into the curriculum of their school must work cooperatively with the teachers on program development. The manager of the program (usually the school library media specialist) must have training and technical advice available.

The library media specialist and the teachers must have professional development activities to help them make the best use of distance-education courses.

Distance-education for the adult population works well if jointly planned by academic and public libraries.

The Intermountain Community Learning Information Service Project links the land grant universities of Wyoming, Utah, Colorado, and Montana and their libraries with the respective state libraries and eight rural public libraries to serve adult learners. Program objectives include using technologies to share information and educational programs.

Sources:

Burge, Elizabeth J., Snow, Judith E., & Howard, Joan L. (1989 October). Distance education: Concept and practice. *Canadian Library Journal*, 46(5), 329-35.

Vasey, Bill. (1989). The Intermountain Community Learning Information Services Project: A participant's view. *Rural Libraries*, 9(2), 105-7.

Social Context

Intergenerational programs operated by libraries increase the achievement and success of children while providing opportunities for older people to become involved in their community.

Comments and Program Highlights:

Young children make great strides in reading when they are paired in a one-to-one relationship with an elderly volunteer. Through different reading-oriented activities, they develop a special relationship that creates a positive attitude toward books and reading.

The State Library of New York has developed a program in which elderly volunteers work with school-age children after school on literacy and reading skills. Not only does the program improve students' skills, but it also reduces the sense of isolation and separation between generations.

Children develop a sense of and an appreciation for history when they see videos of older people from their community recalling significant events from their past. The Sumter County (SC) Library has successfully implemented such a videotaping program.

The Finger Lakes Library System in New York provides many opportunities for the elderly to share with children: reading aloud, sharing hobbies and dolls, and workshops on various subjects (e.g. marionettes, technology for handicapped). The interaction is satisfying to both the elderly and the young.

Elderly volunteers with vision problems have been trained to tell stories to children using large print children's books in a program developed by the Park Forest (IL) Public Library.

In Munising, Michigan, interactive programs between the young and the elderly involve children reading holiday stories to the elderly and both sharing written memories to deposit in a memory jar.

[See additional information under Goal 5: Libraries promote adult literacy by sponsoring intergenerational/family literacy projects.]

Sources:

Intergenerational programs: LSCA funded projects. (1992). In *Public libraries: Places where learning can happen. A report on selected programs supporting the National Education Goals funded under the Library Services and Construction Act, Title I.* Washington, DC: Office of Educational Research and Improvement, Office of Library Programs. IR 054 034. ED number pending.

Social Context

Joint school/public library projects provide enrichment opportunities for students and set up a habit of library use that facilitates lifelong learning.

Comments and Program Highlights:

Students who use school libraries are more likely to take advantage of their opportunities to use public libraries.

Students use school libraries more than public libraries for study and recreational purposes, but prefer to use the public library over the school library in the evenings. Students enjoy meeting friends and using resources in the library (rather than checking them out) when they visit the public library.

Read aloud programs may involve joint efforts by students, parents, the library, and the community. Good read aloud books are identified by the library and shared by community volunteers to children, children to other children, librarians to parents and children, parents to children, and children to parents.

School teachers can significantly influence students' use of the public library. Distributing public library cards through the public schools is effective in encouraging public library use.

Some public libraries issue institutional cards to public schools. Any faculty member may check out materials, which are then delivered to the school by the public library.

Some public libraries have targeted science fair projects for special emphasis. The libraries have built up their science collections, compiled bibliographies of science fair books, and organized meetings with parents to discuss science fair requirements.

The Chicago (IL)Public Library has a very active cooperative program with the public schools which offers a wide variety of activities:

Teacher notification forms so that the public library will know what the students are doing;

Workshops on culture held at the local library for elementary schools;

Volunteer tutors at the public library to help students after school, resulting in improved reading and attitudes;

Storyfests resulting in improved literacy skills;

Folktales of major ethnic/language groups in the community and other cultural heritage experiences which give students a sense of pride;

Art Smarts, a program which provides art, art prints, and art books to the schools; and

Conversations with Chicago Authors, a program for children.

In Hinsdale, Illinois, school and public libraries jointly published a student literary magazine. This program resulted in increased student self-confidence, growth in reading skills, greater creative thinking, better organized thinking, and increased ability to express thoughts and feelings.

Programs by Illinois public libraries for school children and teachers include: new teacher orientation packets, a professional collection, bibliographies, class visits, booktalks, library card applications, read aloud programs, "battle-of-the-books" programs, spelling bees, reserve shelf/assignment alerts, teacher collection bags, treasure bags, author bags, science fair workshops, summer reading clubs, and special programs like celebrity read-a-thons and live performances.

The Great After School Program (GASP) in Rolling Meadows, Illinois, targets disadvantaged children identified by their schools. They are invited to the public library after school one day a week for films, stories, book checkout, and snacks. A teacher accompanies the 50 children selected for the program.

Sources:

Bloomstrand, Nancy, & Long, Judy. (1990, February). Interlibrary cooperation for youth services. *Illinois Libraries*, 72(2), 157-59.

Brady, Julie, & Garrison, Sandy Causey. (1990, February). School/library cooperation: The Bensenville Community Public Library approach. *Illinois Libraries*, 72(2), 136-40.

Britto, Kay. (1990). Who will win? *Illinois Libraries*, 72(2), 148.

Cederoth, Pat, & Chilton, Katie. (1990, February). Cooperation—Oswego style. *Illinois Libraries*, 72(2), 150-54.

Costello, Colleen. (1990, February). School/library cooperation: The ideal. *Illinois Libraries*, 72(2), 145-47.

Del Negro, Janice M. (1990, February). In unity, strength: School/library cooperation at the Chicago Public Library. *Illinois Libraries*, 72(2), 132-36.

Douglas, Janice. (1990, November-December). The public library and the school system: Partners in lifelong education. *Emergency Librarian*, 18(2), 9-13.

Dunbar, Joan Upell, & Winsor, Karen. (1990, February). A read aloud program—A partnership. *Illinois Libraries*, 72(2), 164-68.

Haycock, Ken. (1990, November-December). What works: School and public library cooperation. *Emergency Librarian*, 18(2), 33.

Johnson, Yvette. (1990, February). The summer reading program leads to community involvement. *Illinois Libraries*, 72(2), 160-61.

Lovekamp, Nancy. (1990, February). Cooperation in rural libraries. *Illinois Libraries*, 72(2), 144-45.

MacCallum, Martha, & Peterson, Charlene. (1990, February). The public library and the shared taxpayer. *Illinois Libraries*, 72(2), 140-144.

Vernerder, Gloria. (1988, January). Publication of a literary magazine: A cooperative project involving the public library and local schools. *Illinois Libraries*, 70(1), 68-72.

Watkins, Jan. (1990, February). Author visits: Public library/school cooperation. *Illinois Libraries*, 72(2), 154-56.

Social Context

Libraries provide materials and programs that facilitate acceptance of cultural and ethnic diversity.

Comments and Program Highlights:

Librarians help preserve the cultural heritage of their constituents by providing opportunities for ethnic groups to celebrate and explore their heritage through library materials, special video presentations, guest speakers, arts and crafts fairs, and discussion groups.

American Indians and Hawaiian natives receive LSCA grants to improve library services to their communities. The grants allow training of library personnel, purchase of library materials, and construction and renovation of library facilities.

The Los Angeles County Public Library has developed special cultural resource centers for American Indians, Asian Pacifics, Blacks, and Chicanos. Each includes an extensive collection, specialized reference materials, subject bibliographies, and outreach programs for ethnic organizations.

The librarian at Carillo Magnet School in Tucson, Arizona, has developed the Carillo Heritage Center in the school library. The Center is dedicated to preserving the heritage of the area and to uniting the community and school in heritage activities. Students taped interviews with local residents and published them in a book, formed a bilingual Readers' Theater troupe that dramatized stories in the book for schools all over Tucson, and wrote a cookbook based on research into desert plants and herbs and a book on the dropout problem. Students have a deep sense of pride for their own accomplishments and their heritage. The community feels involved with the school and committed to preserving the community heritage.

Sources:

Colwell, Lynn H. (1988, February). School library's heritage center: A program you can make your own. *American Libraries*, 19(2), 136-37.

Los Angeles County Public Library ethnic resource centers: The American Indian Resource Center; Asian Pacific Resource Center; Black Resource Center; Chicano Resource Center. (1988). Los Angeles, CA: Los Angeles County Public Library. ED 298 962.

Mathews, Anne J., et al. (1987). *Library programs: Library services for Indian tribes and Hawaiian natives program. Abstracts of funded projects, 1986.* Washington, DC: Office of Educational Research and Improvement. ED 288 687.

National Values

Equity of access to library materials, technology, and information is a basic American right. It is achieved only when it is fostered by a qualified librarian.

Comments and Program Highlights:

The American Library Association Code of Ethics states that "librarians must provide the highest level of service through appropriate and usefully organized collections, fair and equitable circulation and service policies, and skillful, accurate, unbiased, and courteous responses to all requests for assistance."

School libraries provide equitable access to technology for students regardless of economic status, intellectual ability, or sex.

Librarians help the public surmount obstacles to equal access. Librarians train and assist library users, work with architects to make buildings accessible, provide a variety of materials to fill the needs of all users, conduct outreach services to provide for the disabled or disadvantaged, and provide equipment that is accessible to all.

Parents of disabled children are served by the Lekotek Center of the Galesburg (IL) Public Library. This center offers these parents family counseling, loan of materials and equipment (including toys), support groups, referral to other service providers, home visitation, and sibling consultation.

Sources:

American Library Association. (1991). Code of ethics. In *ALA handbook of organization*. Chicago: Author. pp. 154-55.

Babanoury, Betty. (1990). *Lekotek Center. Check this out series.* Washington, DC: Office of Educational Research and Improvement. ED 319 409.

Thomas, Lucille C. (1986, Spring). Librarians can make a difference. *Bookmark*, 44(3), 173-76.

White, Herbert S. (1989, January). The value-added process of librarianship. *Library Journal*, 114(1), 62-3.

National Values

Libraries preserve our basic right of intellectual freedom.

Comments and Program Highlights:

The American Library Association Code of Ethics states that "librarians must resist all efforts by groups or individuals to censor library materials."

School librarians create a climate of intellectual freedom by modeling behavior that preserves intellectual freedom, by helping others develop those concepts, and by resisting censorship.

Children who attend school in an atmosphere of intellectual freedom will be advocates of intellectual freedom as adults. To help students develop intellectual freedom concepts, school librarians can display banned books, conduct discussions, provide access to different points of view, and lead students to investigate those points of view before making a judgment.

Librarians head off censorship by:

Adopting a materials selection policy;

Selecting materials according to that policy;

Establishing good relations and open communication with the community and the media;

Making presentations on intellectual freedom to community groups;

Developing a training program for staff members; and

Publishing information brochures and creating displays on intellectual freedom and censorship.

School librarians must educate teachers, administrators, parents, students, and the community about intellectual freedom issues.

Library policies must promote equal intellectual access to information, but libraries cannot act *in loco parentis* where children's interests are concerned.

Sources:

American Library Association. (1991). Code of ethics. In *ALA handbook of organization*. Chicago: Author. pp. 154-55.

Bard, Therese Bissen, & Harris, Ira W. (Eds.). (1987). *Intellectual freedom: The First Amendment and the right to know*. Honolulu, HI: University of Hawaii, Graduate School of Library Studies. ED 301 210.

Lanier, Gene D., et al. (1987, Fall). Censorship. *North Carolina Libraries*, 45(3), 115-30, 133-35, 137-47.

Thomas, Lucille C. (1986, Spring). Librarians can make a difference. *Bookmark*, 44(3), 173-76.

National Values

Libraries provide resources and services that help students develop career/college plans.

Comments and Program Highlights:

Libraries provide current career and college information through books, microfiche, computer software programs, current periodicals, and online information retrieval.

Some secondary librarians coordinate day-long career and college fairs in which a number of knowledgeable adults are available for consultation and discussion with interested students and parents.

Vocational-technical schools often have active library media centers that provide materials and services, as well as production facilities and computers for student and teacher use.

A program in Aurora, Illinois called Girls as Winners , targets at-risk female adolescents and tries to break the cycle of failure by leading the girls to examine sex-role stereotypes, focusing on nontraditional careers for females, encouraging behavior that boosts self-esteem, and providing information about study skills and career decision-making techniques. The program has been so successful that future programs will also involve males.

Sources:

Howrey, Mary, et al. (1990, February). Girls as winners: A personal and career development program for at-risk adolescents. *Illinois Libraries*, 72(2), 171-75.

Nelson, Donald V. (1988, Spring). Media services in a Connecticut vocational-technical school. *Science and Technology Libraries*, 8(3), 21-25.

National Values

Libraries offer opportunities for disabled and handicapped persons to pursue reading and lifelong learning.

Comments and Program Highlights:

The library offers a nonthreatening environment for handicapped and disabled learners to explore their own areas of interest, using materials that they find most appropriate.

The resources and services available to handicapped and disabled learners through the library include:

Recorded books;

Parent education programs;

Use of computers for word processing and instructional software;

Storytelling and reading aloud;

Storytelling workshops;

Exposure to good literature; and

Cultural activities.

Some library programs target juvenile offenders, many of whom are learning disabled.

Six public libraries in Bellwood, Illinois, agreed to provide programming for special education students. The classes (accompanied by their teachers and aides) visit the library twice a month for storytime, activities, crafts, and audiovisuals. The students participate actively in the program.

The Braille Institute Library conducts an outreach program to the Hispanic community in ten counties in Southern California.

Sources:

Amaya, R.D. (1987, June). An outreach program at the Braille Institute library. *Journal of Visual Impairment and Blindness*, 81(6), 265-68.

Harris, Donna. (1990, February). Dogs and frogs and special kids. *Illinois Libraries*, 72(2), 149-50.

Rovenger, Judith. (1987, Winter). Learning differences/library directions: Library service to children with learning differences. *Library Trends*, 35(3), 427-35.

National Values

Libraries can help students and communities develop a global perspective and learn responsibilities of citizenship.

Comments and Program Highlights:

James Billington, Librarian of Congress, recognizes that libraries provide a "link between an individual and the rest of the world." Libraries also transmit one culture to another, a process that is facilitated by librarians who help people understand other people and cultures.

Our democratic system depends on the transmission of knowledge and ideals through books. A free people is one that can make responsible decisions based upon readily available information and thoughtful evaluation of varying points of view.

Lucille Thomas says that librarians can help patrons develop a global perspective by selecting materials that represent a broad perspective and a variety of points of view, providing electronic access to learning opportunities and resources throughout the country and world, and selecting materials that present a positive and realistic view of different cultures and ethnic groups.

Sources:

Billington, James H. (1988). *Books and the world. Center for the Book Viewpoint Series No. 22.* Washington, DC: Library of Congress, Center for the Book. ED 315 093.

Thomas, Lucille C. (1986, Spring). Librarians can make a difference. *Bookmark,* 44(3), 173-76.

Goal Four: By the year 2000, U.S. students will be first in the world in science and mathematics achievement.

A typical first response to the question, Why should we try to be first in math and science instead of literature or history?, is that we need to know about math and science to deal with our technological age. Computers are becoming important in almost every aspect of our daily lives. Technology is advancing so rapidly that we must struggle to keep up, and many Americans have abandoned the pursuit.

A different perspective on the need for Americans to rededicate themselves to the understanding of math and science is presented by famous American scientists interviewed by Bill Moyers. Math and science inform us about our world. They reduce the complexities we face to simple principles which can be understood on some level by every American. Moyers asked Steven Weinberg, a physicist, "Whom would you ask about the complexity of life: Shakespeare or Einstein?" Weinberg replied, "Oh, for the complexity of life, there's no question—Shakespeare." Moyers responded, "And you would go to Einstein for—simplicity?" Weinberg: "Yes, for a sense of why things are the way they are."[1]

Scientists and mathematicians plead for Americans to rededicate their educational efforts so that every student will understand the simplicity of the ways things work in the world around us. They stress that if we understand then we can answer questions and create new ideas. Goal 4 does not mean that we will produce a generation of scientists and mathematicians, rather a generation of Americans who can use their understanding of how things work to be productive and responsible citizens.

The key factor in understanding is being able to apply science and mathematics to other disciplines. Librarians play a major role in facilitating that application. Vartan Gregorian, former president of the New York Public Library, said, "What is missing in our education is integration of knowledge . . . . We . . . need to bring disciplines together."[2] In a school and in society, the library is the link among disciplines. Learners can pursue any tangent of their interest, whether it leads from physics to history or from calculus to engineering. The librarian not only provides access to the resources, but also helps the learner make connections between ideas,

1 Moyers, Bill. (1989). *A world of ideas*. New York: Doubleday, p. 254.

2 Ibid., pp. 186-87.

between the past and the present, and between what is known and what is unknown. As our students learn to make these connections, they will be able to use them in every aspect of their lives.

Learning and Schools

- Libraries can help students develop their intellectual curiosity and a foundation in science that will carry beyond the school years.
- Libraries help teachers move beyond textbook-centered science teaching by providing access to up-to-date resources reflecting a variety of points of view.
- Libraries help teachers show the practical applications of mathematics by providing materials in a variety of subject areas that reflect the influence of math.
- Students' access to computers through the library allows them to pursue up-to-date and highly specialized scientific and mathematical information and to share their inquiry with others.

Social Context

- Libraries provide access to resources in the community and nation for science and mathematics teachers and students.

National Values

- Libraries prepare students for the technology-use requirements of many jobs by training students to use technology to find, evaluate, and use information.
- Libraries provide equity of access to information through electronic networking.
- Libraries can form partnerships with businesses and other agencies to provide the technology and training needed by our graduates.
- Library displays and interactive exhibits in science and technology are particularly effective with handicapped, disabled, and limited-language learners.

Learning and Schools

Libraries can help students develop their intellectual curiosity and a foundation in science that will carry beyond the school years.

Comments and Program Highlights:

Young children are receptive to new ideas, to figuring out how things work; they like science if they can follow their own curiosity. Students have little trouble finding topics that interest them if the library media specialist focuses research on science units in the science curriculum.

Curricular science topics lend themselves to teaching library media skills and thinking skills. Through controversial science topics, students can learn to evaluate information, detect bias, and separate fact from opinion.

The library media center can enrich the science curriculum by providing hands-on displays and learning centers, resources that extend the textbook information, guest speakers and demonstrations, and displays of student-produced science projects.

Students gain an understanding of science by using library resources to seek in-depth answers to their questions.

The Monroe County Public Library in Stroudsburg, Pennsylvania, has an active science awareness program for school children. Friends of the Library demonstrate natural and scientific phenomena at special programs; the library distributes a bibliography of materials in science and technology; new materials are purchased, and a list is distributed to public school teachers.

Sources:

Dunlop, Julie, & Andreacchi, Julie. (1988, May-June). Analyzing and assessing programs and services: Science/resource center principles: For every action there is a reaction. *Emergency Librarian*, 15(5), 13-16.

National Education Goals: Programs. (1992). In *Public libraries: Places where learning can happen. A repots on selected programs supporting the National Education Goals funded under the Library Services and Construction Act, Title I.* Washington, DC: Office of Educational Research and Improvement, Office of Library Programs. IR 054 034. ED number pending.

Voran, Judy, et al. (1988, Spring). Using science topics and concepts to teach library media skills. *School Library Media Quarterly*, 16(3), 182-86.

Learning and Schools

Libraries help teachers move beyond textbook-centered science teaching by providing access to up-to-date resources reflecting a variety of points of view.

Comments and Program Highlights:

Scientists criticize textbooks for being too encyclopedic, perpetuating misconceptions, and not reflecting current knowledge. Library media resources are essential for students to find up-to-date information about science topics and all sides of controversial scientific issues.

Electronic databases, which are typically accessed through the library media center, provide the most current scientific information. Since these materials do not go through the selection process, students must be taught to evaluate the information they find in terms of accuracy and bias.

School library media specialists must involve science department members in selecting new materials, recommending materials to be weeded, maintaining vertical file material on scientific topics, selecting science periodicals, and purchasing recommended audiovisual materials.

The St. Louis (MO) Public Library has purchased science materials to provide up-to-date collections in all its libraries and to support the science curriculum of the St. Louis Public Schools.

Sources:

Blosser, Patricia E., & Helgeson, Stanley L. (1990). *Selected procedures for improving the science curriculum. ERIC/SMEAC Science Education Digest No. 2.* Columbus, OH: ERIC Clearinghouse for Science, Mathematics, and Environmental Education. ED 325 303.

Dunlop, Julie, & Andreacchi, Julie. (1988, May-June). Analyzing and assessing programs and services: Science/resource center principles: For every action there is a reaction. *Emergency Librarian,* 15(5), 13-16.

Four tracks of America 2000: Programs. (1992). In *Public libraries: Places where learning can happen. A report on selected programs supporting the National Education Goals funded under the Library Services and Construction Act, Title I.* Washington, DC: Office of Educational Research and Improvement, Office of Library programs. IR 054 034. ED number pending.

Learning and Schools

Libraries help teachers show the practical applications of mathematics by providing materials in a variety of subject areas that reflect the influence of math.

Comments and Program Highlights:

The new mathematics standards released by the National Council of Teachers of Mathematics in 1989 are based on certain ideas which lead mathematics classes into library-based experiences: students must learn math through solving real problems; the math curriculum must include a variety of contexts and connections with other content areas; and mathematics should involve active participation by each student.

Library media specialists draw mathematics classes into the library by planning, with the teachers, interesting units that give students a real-world context for their mathematics study.

Students use the *Guinness Book of World Records* and books about Olympic records to study the application of mathematics to real life.

Students in basic math classes use library resources to figure out the requirements for a house. They then design a floorplan of their dream house and draw it to scale.

Students use nature and architecture books to discover geometric patterns that occur naturally and by design.

Students use library reference books to scavenge for the answers to mystery mathematical questions like: What is the origin of the "hand" unit of measurement? and What do the numbers 10 9 8 7 6 5 4 3 2 1 mean on the back of the title page of a book?

Sources:

Suydam, Marilyn N. (1990). *Curriculum and evaluation standards for mathematics education. ERIC/SMEAC Mathematics Education Digest No. 1.* Columbus, OH: ERIC Clearinghouse for Science, Mathematics, and Environmental Education. ED 319 630.

Learning and Schools

Students' access to computers through the library allows them to pursue up-to-date and highly specialized scientific and mathematical information and to share their inquiry with others.

Comments and Program Highlights:

The library media center is often the point of entry for computers and related technologies in schools. Media specialists not only teach students computer skills, such as the use of word processing and other applications software and online information searching. They also assist teachers in obtaining hardware and software and implementing computer assisted instruction.

Through the facilitation of the librarian, students learn to use the computer as a tool for discovery, exploration, and collaboration.

Computer simulations of scientific experiments or complex issues allow students to experiment with ideas they would otherwise have to just read about.

Microcomputer use in science education has resulted in higher achievement, more positive attitudes, enhanced science reasoning skills and inquiry skills, increased scientific knowledge, higher student self-esteem, and a greater interest in science.

The use of interactive videodiscs has resulted in achievement gains for low-ability students.

Computer graphing allows students to see the results of their experiments or to see graphs of mathematical concepts. They can see instantly the effect of changing the variables.

Software programs like Discovery Lab enable elementary students to explore science. Students combine use of the computer with library research.

Public libraries (like the Hubbard Public Library in Hubbard, Ohio) provide computers and software for children to use. Some of these libraries also offer computer literacy training.

Project SEED (Science for Early Educational Development) was initiated by the Division of Biology at the California Institute of Technology to give children experience at "doing" science. The computer program includes a "hands-on experiment" and "minds-on simulation and data analysis." A component of the program is an interactive catalog on computer that allows students to browse for resources that are available on different science topics. This experimental information retrieval system is well liked

by the children; their study of science is integrated with the school library in a positive learning situation.

SuperQuest Challenge is a national competition that allows students to use mathematics and the new supercomputing and network technologies to solve science problems that intrigue them. Students in SuperQuest schools have access to supercomputers in their own schools, so that their inquiries are no longer limited by the capacities of a microcomputer. Schools participating in the SuperQuest competition have not only provided intensive computer and problem-solving experience to their students, but they also have changed their curricula to reflect an interdisciplinary use of computers and an increased emphasis on student investigation. Students have found library research to be an essential component of their experience.

Sources:

Borgman, Christine L., et al. (1990, Winter). Children's use of an interactive science library: Exploratory research. *School Library Media Quarterly*, 18(2), 108-112.

Gotwals, Robert, & Loperfido, Allison M. (1991, November/December). SuperQuest. *Research & Education Networking*, 2(9), 8-12.

Jones, Geoffrey. (1990). *Personal computers help gifted students work smart. ERIC Digest E483*. Reston, VA: ERIC Clearinghouse on Handicapped and Gifted Children. ED 321 488.

Morse, Ronald H. (1991). *Computer uses in secondary science education. ERIC Digest EDO-IR-91-1*. Syracuse, NY: ERIC Clearinghouse on Information Resources. ED 331 489.

National Education Goals: Programs. (1992). In *Public libraries: Places where learning can happen. A report on selected programs supporting the National Education Goals funded under the Library Services and Construction Act, Title I*. Washington, DC: Office of Educational Research and Improvement, Office of Library Programs. IR 054 034. ED number pending.

West, Rose. (1988, January). Martians r us. *Science and Children*, 25(4), 26-28.

Social Context

Libraries provide access to resources in the community and nation for science and mathematics teachers and students.

Comments and Program Highlights:

Librarians often provide the link between school teachers and students and between community members and agencies. Community resource notebooks may be available in the library with suggested program ideas and speakers.

The 1991 White House Conference on Library and Information Services recommended that Congress fund an information "superhighway" called the National Research and Education Network (NREN). The recommendation stated that this network should be available in all libraries, with one access terminal guaranteed to each library.

Elementary library media specialists can enroll in the National Geographic Society Kids Network to provide their students in grades four through six with the opportunity to collect, analyze, and share scientific data in a national electronic network.

Specialized film libraries like the one operated by NASA provide high-quality materials on scientific topics. The NASA films are available to any school; many are accompanied by lesson guides.

Numerous electronic bulletin boards and databases of information are available to schools and often accessed through the library. NASA SpaceLink, for example, provides information and teaching guides on a number of topics about space. *America 2000* proposes "bringing America online" through electronic networks for sharing educational information among educators across the country.

Sources:

America 2000: An education strategy. (1991). Washington, DC: U.S. Department of Education. ED 327 009.

Film catalog. John F. Kennedy Space Center. (1987). Washington, DC: National Aeronautics and Space Administration. ED 300 277.

Information 2000: Library and information services for the 21st century. Summary report of the 1991 White House Conference on Library and Information Services. (1991). Washington, DC: White House Conference on Library and Information Services. IR 053 900. ED number pending.

National Values

Libraries prepare students for the technology-use requirements of many jobs by training students to use technology to find, evaluate, and use information.

Comments and Program Highlights:

School libraries are making available electronic mail, electronic bulletin boards, and computer conferencing, all of which may become important in future careers.

Online and CD-ROM searching are used widely in school libraries by students searching for information. The search strategies, thinking strategies, and search techniques transfer to other electronic searching situations, both in higher education institutions and in the workplace.

The Canadian Database Promotion Initiative (CDPI) recognizes that access to information through technology is essential for industry to thrive, that telecommunications will be highly used, and that students need to learn the application and possibilities of new technologies while they are in school.

Librarians must take advantage of initiatives like the CDPI to become involved in setting up networks for information exchange. Librarians can establish coalitions with the business community, government, and other organizations to plan a comprehensive electronic system that includes the libraries of the community.

Sources:

Carrie, Judith. (1990, August). Using technology to access information. *Canadian Library Journal*, 47(4), 275-76.

National Values

Libraries provide equity of access to information through electronic networking.

Comments and Program Highlights:

Electronic networks can be used for correspondence, management information, instruction, testing and evaluation, information access, and database access. Librarians use networks for electronic mail, bulletin boards, newsletters, document transmission, and data transmission.

For true equity of access to electronic networks through school libraries, libraries need at least one dedicated microcomputer, a dedicated phone line, and standardization of modems and communications software. Librarians and teachers need technical support and more staff development training.

Through the Internet, access can be gained to supercomputing centers, library collections, video applications, national databases of information, and other resources at locations around the nation and the world.

Indiana has developed a project to provide a network that all fourth and fifth graders in the state can access. Students write articles and reports that get compiled into an online database called Buddy Encyclopedia. They also can communicate with other schools. Eventually, students will be able to access the network through computers in their homes. This Buddy System project was developed by businesses with the aim of improving education and enhancing economic opportunities for the state.

Sources:

Klinck, Nancy A. (Ed.). (1990). Networking projects around the United States. *TechTrends*, 35(3), 30-36.

National Values

Libraries can form partnerships with businesses and other agencies to provide the technology and training needed by our graduates.

Comments and Program Highlights:

Partnerships between businesses and schools are essential to provide the equipment and technological experiences that our students need before they graduate.

One example of a successful partnership is a project initiated by Pacific Bell, Apple Computer, the University of California at Davis, and Davis High School to establish the first dedicated computer link between a high school and a university in California. Through the library, the high school has access to the Internet. This links them to the Bay Area Regional Research Network and the National Science Foundation Network. An important feature of this project is the electronic mail connection between students and teachers at the high school and university professors, researchers, and students across the world.

The Ellinwood (KS) School Community Library has combined with the local community college to develop a program of math assessment and tutoring.

Together with the local Board of Education and a nonprofit agency that teaches job-searching skills to adults, the Louisville (KY) Free Public Library has established a center that trains unemployed or functionally illiterate adults in math and reading. The city's transit authority provides free bus tickets to participants.

Sources:

Humes, Barbara, & Cameron, Carol. (1990). *Library programs. Library literacy program: Analysis of funded projects, 1989. LSCA VI.* Washington, DC: Office of Educational Research and Improvement. ED 328 277.

Klinck, Nancy A. (Ed.). (1990). Networking projects around the United States. *TechTrends*, 35(3), 30-36.

National Values

Library displays and interactive exhibits in science and technology are particularly effective with handicapped, disabled, and limited-language learners.

Comments and Program Highlights:

Libraries introduce students to new technologies such as interactive video. The use of interactive videodiscs has resulted in achievement gains for low-ability students.

The Oregon Museum of Science and Industry put interactive science and technology exhibits in county libraries. These exhibits have been extremely effective in motivating physically handicapped, mentally disabled, learning disabled, and language-limited patrons.

Sources:

Morse, Ronald H. (1991). *Computer uses in secondary science education. ERIC Digest EDO-IR-91-1.* Syracuse, NY: ERIC Clearinghouse on Information Resources. ED 331 489.

National Education Goals: Programs. (1992). In *Public libraries: Places where learning can happen. A report on selected programs supporting the National Education Goals funded under the Library Services and Construction Act, Title I.* Washington, DC: Office of Educational Research and Improvement, Office of Library Programs. IR 054 034. ED number pending.

Goal Five: By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

Of all the goals, this may prove to be the most elusive. Defining literacy is probably the first hurdle to surmount in order to accomplish this goal. Some define literacy as being able to read at the sixth-grade level; however, much job-related information is written at a level higher than sixth grade. Government documents, tax forms, contracts, warranty information, instructions, and even travel books are often written at a higher level.

But the ability to read at a certain level does not really define literacy for our present, complicated world. The concept of literacy includes computer literacy, consumer literacy, information literacy, and visual literacy. In other words, literate adults must be able to gather and understand information on a variety of subjects through a number of different modes. Through it all, understanding is the key. Literacy means being able to understand new ideas well enough to use them when needed. Literacy means knowing how to learn.

The second hurdle to vault in accomplishing this goal is reaching the great number of adult Americans who are outside of the established educational system. Where are the 23 million illiterate and 35 million semi-literate adults going to get help? And how are we going to convince them that literacy is the essential first step to productivity in our society?

We must rely on the library, which is the only educational institution available to every citizen in the United States, regardless of age, economic situation, or literacy level. Libraries must answer the challenge by providing programming that meets the range of needs of our adult population. Libraries must attract traditional nonusers, teach adults to read and learn, and provide services and materials that will make every citizen a lifelong learner and a literate American.

Learning and Schools

- Libraries offer opportunities for adults to pursue lifelong learning.
- Libraries promote adult literacy.

Social Context

- Libraries provide resources and services for the entire community.
- Libraries promote adult literacy by sponsoring intergenerational/family literacy projects.
- Libraries help raise community awareness about the literacy problem.
- Libraries can supplement literacy training with other activities that place a value on reading.

National Values

- Librarians can function as facilitators of economic development in the local community.
- Libraries can spearhead functional literacy training for the workforce.
- Libraries can form partnerships with businesses; they get support from business in exchange for services.
- Libraries provide access to current information on careers, job seeking, and job training.

Learning and Schools

Libraries offer opportunities for adults to pursue lifelong learning.

Comments and Program Highlights:

For adults, libraries offer a variety of programs and services, including basic education and literacy classes; enrichment programs; cultural programs; guidance in reading, careers, and parenting; and access to sources within the library, agencies within the community, and information from around the world. In other words, libraries connect people to people, people to information, and people to the world.

The American Library Association has defined four roles of the public library that support the notion of the lifelong learner:

Nontraditional education agency;

Cultural agency;

Information agency; and

Rehabilitation agency for handicapped.

Although public libraries offer the most support to the adult learner, academic and special libraries also contribute. Academic libraries support teaching and research and offer services and instruction to nontraditional students. Special libraries, such as medical and company libraries, provide information to adults with particular, usually job-related, information needs.

Libraries can conduct outreach services to rural adults by providing access through bookmobiles, books-by-mail services, toll-free telephone lines and fax machines, and computer networks.

The National Endowment for the Humanities offers local grants to increase the understanding of the humanities through activities and resources available in local libraries.

The W. K. Kellogg Foundation has initiated a project in Colorado, Montana, Utah, and Wyoming to deliver a full range of library services to rural communities. The services include credit and noncredit course delivery, literacy programs, cooperative purchase of technologies, public access to computers, and local database searching.

Librarians who participated in the Adult Independent Learning Project of the 1970s noted special features of work with adult learners: a sense of collaboration and trust, a permanent bond between the librarian and the learner, motivation supplied by the learner but the welcoming atmosphere supplied by the librarian, and a nurturing and supportive environment

created by the librarian. The librarians discovered that the quality of their relationship with the adult learner was as important as the information the adult learner received.

The National Endowment for the Humanities has collaborated with different professional organizations to provide programming for lifelong learning. Programs co-sponsored by the American Library Association include Let's Talk About It, a scholar-led book discussion group format; Voices and Visions, based on the Public Broadcasting Service series; and Seeds of Change, a traveling exhibition on Columbus' voyages of discovery.

Sources:

Carr, David. (1986, Fall). The meanings of the adult independent learning project. *Library Trends*, 35(2), 327-45.

Monroe, Margaret E., & Heim, Kathleen M. (1991). *Partners for lifelong learning: Public libraries & adult education*. Washington, DC: Office of Educational Research and Improvement. IR 053 888. ED number pending.

Sisco, Burton R., & Whitson, Donna L. (1990, Fall). Libraries: The people's university. *New Directions for Adult and Continuing Education*, 47, 21-28.

Vasey, Bill. (1989). The Intermountain Community Learning Information Services project: A participant's view. *Rural Libraries*, 9(2), 105-07.

Learning and Schools

Libraries promote adult literacy.

Comments and Program Highlights:

The library is a natural literacy center because it is an open-door, inviting community center and because professionals are on hand to help with selection of appropriate materials.

Librarians have a responsibility to do more than simply provide information. They must help community members use the information by offering literacy training and helping and encouraging all those who are trying to learn.

Literacy projects have many variations: one-on-one tutoring; community literacy projects (which work with established groups within the community to make literacy a part of that group's culture); technology programs (with interactive use of computers, videodiscs, and television); and family literacy programs (getting parents and children involved in literacy together).

Libraries often use one or both national programs for literacy: Laubach Literacy Action and Literacy Volunteers of America.

The most successful literacy projects are tailored to match the culture and interests of the local community.

Exhibits, guest speakers, video programs, computer programs, and discussion sessions are well received by adults with low literacy levels.

Literacy projects may be targeted to special audiences: young adults, disabled people, institutionalized people, and people with limited English proficiency.

When building a literacy collection, librarians need to provide good high-interest/low-vocabulary materials, English as a Second Language materials, directories of social service agencies, calendars of cultural and community activities, ethnic and heritage materials, audiovisual programs, and simple brochures on social concerns.

The 1991 White House Conference on Library and Information Services made several recommendations about literacy: that libraries be designated as educational agencies, that literacy for all people be made an ongoing national priority and that the central role of libraries in this process be recognized, and that incentives be provided for the production of high quality literacy materials.

BEST COPY AVAILABLE

Librarians must be sensitive to the many needs of nonreaders and new readers beyond literacy training. These adults need information about legal matters, health and child care, social services, financial planning, and job opportunities and career planning. They also need boosts to their self-esteem.

Some states have statewide literacy efforts, often coordinated by the state library. In some states (Michigan, for example), the state library association works with the state plan to address literacy.

Projects funded under LSCA VI 1989 show seven common approaches to library-based literacy programs:

Collaboration, cooperation, coalition building;

Public awareness;

Training for volunteers;

Collection development;

Technology-assisted instruction and management;

Special attention to local ideas and materials for specific community needs; and

Employment-oriented projects—literacy in the workplace.

Libraries can be involved in local literacy efforts at different levels. The Texas State Library has defined a continuum of library involvement levels:

Provide space and facilities;

Provide information and referral services;

Select appropriate materials and display them;

Publicize literacy efforts;

Form a coalition of local agencies concerned with literacy; and

Provide literacy training and tutoring.

Libraries use computers to enhance their adult literacy programs, both for computer-assisted instruction and for management. The Lawrence Public Library in Massachusetts provides group and individual computer activities for adults participating in its literacy program. At the Loussac Library in Anchorage, Alaska, a computer-assisted adult literacy center staffed by trained volunteers has become an integral part of the library's services. The Grayson County Public Library in Leitchfield, Kentucky, provides computer-assisted literacy instruction to patrons in outlying areas as a part of its bookmobile services.

The Jefferson County Library in Monticello, Florida, has added a hypermedia compact disc system to its computer-assisted literacy programs. Adult learners can determine their own path through literacy activities accompanied by pictures and sound.

The Brooklyn Public Library opened five adult learning centers in 1985. These centers represent a real commitment of the library to adult learning. They feature tutoring and tutor training; computer-assisted learning; English and a Second Language classes; collections of high-interest, low-vocabulary books; collections of reference books for literacy professionals; a literacy staff; special hours on evenings and Saturdays to accommodate those with jobs; special programs for youths; and study tables on citizenship, job-seeking, driving exams, and other adult concerns.

A partnership between the American Library Association and Bell Atlantic has resulted in the Bell Atlantic/ALA Family Literacy Project. Grants of $5,000 were awarded to 25 libraries in 1990 for family literacy projects. All of the projects involve a team (a librarian, adult educator, and community representative for Bell) which provides a network of service, shared expertise, and a grounding in the needs of the community.

Sources:

Gaughan, Karen K. (1986, Fall). Literacy projects in libraries. *Library Trends*, 35(2), 277-91.

Helpful information for literacy programs gathered from far and wide. (1990). Austin, TX: Texas State Library, Department of Library Development. ED 327 195.

Humes, Barbara, & Cameron, Carol. (1990). *Library programs. Library literacy program: Analysis of funded projects, 1989. LSCA VI.* Washington, DC: Office of Educational Research and Improvement. ED 328 277.

Libraries and literacy. A literacy handbook. (1986). Lansing, MI: Michigan Library. ED 281 557.

Literacy, libraries and you: How you and your organization can help fight low literacy. (1990). Chicago: American Library Association, Office for Library Outreach Services. (Pamphlet).

Lora, Patricia. (1990, November-December). Libraries and literacy in America 1985-2000. *Public Libraries*, 29(6), 354-60.

Malus, Susan. (1987, July). The logical place to attain literacy. *Library Journal*, 112(12), 38-40.

Mathews, Anne J., et al. (1986, Fall). Meeting the literacy challenge: A federal perspective. *Library Trends*, 35(2), 219-41.

Monroe, Margaret E., & Heim, Kathleen M. (1991). *Partners for lifelong learning: Public libraries & adult education.* Washington, DC: Office of Educational Research and Improvement. IR 053 888. ED number pending.

Quezada, Shelley, & McGowan, Hattie. (1990, February). Strengthening the library network for literacy: The State Library Literacy Forum in Alexandria. Never too late: A literacy tutor's story. *Wilson Library Bulletin,* 64(6), 26-28, 30-31, 119.

Strong, Gary E. (1986, Fall). Adult illiteracy: State library responses. *Library Trends,* 35(2), 243-61.

Social Context

Libraries provide resources and services for the entire community.

Comments and Program Highlights:

Adult learners have a critical need for the use of libraries. By offering instruction and services to adult learners, libraries can build lifelong learners.

Academic libraries may provide instruction to community members and nontraditional students, realizing that these patrons are highly motivated but often lack research skills. The goal of this instruction is to foster independent library use.

Academic libraries, especially those in small communities, may extend their patron base to the entire community to provide library services that are not available through other libraries. The services may include community borrower cards, reference and information services, library instruction programs, interlibrary loans, online information retrieval, access to specialized collections and reference sources, use of equipment, and access to government documents and maps.

Federally funded library programs for individuals with limited English proficiency have included a variety of services: information and referral programs by telephone, materials in foreign languages; English as a Second Language (ESL) materials on essential topics; ESL tutoring; storytelling in foreign languages; multicultural programs; library personnel trained in foreign languages and cultures; and locally produced information pamphlets in foreign languages.

The National Library Service for the Blind and Physically Handicapped in the Library of Congress provides free recorded and Braille materials to qualifying patrons throughout the nation. The materials are distributed to regional and subregional libraries which distribute to patrons by mail.

The Colorado State Library has used federal and state funds to purchase materials and sponsor programs at seven correctional facilities, one state hospital, one regional center for the developmentally disabled, and one mental health center.

The Ocmulgee Regional Library in Eastman, Georgia, conducts training for peer literacy tutors at the local correctional institution.

The Westwood (NJ) Free Public Library provides on-site tutors for mildly retarded adults and adults with physical disabilities in group homes.

The Indiana State Library has a program to train volunteers to tutor deaf and hearing impaired adults.

In Salinas, California, the public library provides services at a drug and alcohol rehabilitation center, a day shelter for the homeless, and a prisoner halfway house for prisoners preparing to re-enter society.

Sources:

Four tracks of America 2000: Programs. (1992). In *Public libraries: Places where learning can happen. A report on selected programs supporting the National Education Goals funded under the Library Services and Construction Act, Title I.* Washington, DC: Office of Educational Research and Improvement, Office of Library Programs. IR 054 034. ED number pending.

Hine, Betsy N., et al. (1989, Spring). Bibliographic instruction for the adult student in an academic library. *Journal of Continuing Higher Education,* 37(2), 20-24.

Humes, Barbara, & Cameron, Carol. (1990). *Library programs. Library literacy program: Analysis of funded projects, 1989. LSCA VI.* Washington, DC: Office of Educational Research and Improvement. ED 328 277.

Library resources for the blind and physically handicapped. A directory with FY 1989 statistics on readership, circulation, budget, staff, and collections. (1990). Washington, DC: Library of Congress. ED 330 345.

Neff, Evaline B. (1990). *Library programs. Library services for individuals with limited English proficiency. Fiscal year 1987.* Washington, DC: Office of Educational Research and Improvement. ED 330 368.

Savage, Daniel. (1988, October). Town and gown re-examined: The role of the small university library in the community. *Canadian Library Journal,* 45(5), 291-95.

Social Context

Libraries promote adult literacy by sponsoring intergenerational/family literacy projects.

Comments and Program Highlights:

Librarians have found that children and young adults will get involved with literacy when their parents model and value literacy. Therefore, the literacy level of the whole family is increased when parents participate in a literacy program.

A program in Tucson, Arizona, called Parents and Literacy (PAL) has taken an unusual approach to literacy training for children. Illiterate parents are enrolled in the PAL program. They receive literacy training at the elementary school, read stories in English and Spanish to their children's classes, help their children select books to purchase at a school book fair, and participate in other classroom activities. The parents are pleased to participate in the reading activities of their children, and the children have a better attitude toward reading once their parents have participated.

[See additional information under Goal 1: Programs for preschool children to develop a love of reading can help raise the literacy level of nonreading parents.]

[See additional information under Goal 2: Library programs can break the cycle of illiteracy.]

Sources:

Nuckolls, Maryann E. (1991, September). Expanding students' potential through family literacy. *Educational Leadership*, 49(1), 45-46.

Social Context

Libraries help raise community awareness about the literacy problem.

Comments and Program Highlights:

Librarians have a responsibility to spearhead support within the community for a literacy program. They might produce a core bibliography, create training videos, recruit tutors, publicize literacy efforts, enlist the support of community agencies and businesses, join with local and national organizations to mount a media campaign, and identify a core of grantwriters.

To publicize the literacy problem, libraries can supplement a media campaign with presentations at service clubs, organizations, and agencies; prepare radio and newspaper copy about specific success stories; and produce information brochures, bookmarks, posters, and billboards.

Thomas Szudy has suggested a process for libraries to follow in developing a community-based literacy program: assess the community needs; find funding; recruit community involvement (both by individuals and by organizations); develop a program or adopt an existing program; implement the program; and establish evaluation procedures.

The Pottsville (PA) Free Public Library used LSCA Title VI funds to mount a campaign to raise the awareness level of and participation in literacy activities by county residents. After an advertising campaign and community presentations, the awareness level increased 21 percent, 48 new tutors were trained, and 31 new students were matched up with tutors.

Sources:

Lora, Patricia. (1990, November-December). Libraries and literacy in America 1985-2000. *Public Libraries*, 29(6), 354-60.

Smink, Nancy J. (1987). *Library Literacy Project, 1987-88*. Pottsville, PA: Pottsville Free Public Library. ED 302 265.

Szudy, Thomas. (1988). *The public library and literacy: A community based approach. Occasional Paper Series 2, No. 3*. Columbus, OH: Ohio State Library. ED 305 083.

Social Context

Libraries can supplement literacy training with other activities that place a value on reading.

Comments and Program Highlights:

The organizers of Project: LEARN, a Cleveland (OH) literacy organization associated with the Cuyahoga County Public Library, realized that literacy goes beyond simply learning to read. It occurs when the reader regards himself or herself as a reader and chooses to read voluntarily. The Project: LEARN volunteers recognized that literacy participants need a social context for reading in order to accept the value of reading. They started a book discussion club for those participants. The club has had extremely positive effects in enhancing reading skills, increasing independent reading, providing students with the opportunity to share ideas about books with others, letting students see themselves as successful readers, increasing independent and cooperative problem solving, and increasing self-esteem.

The Toledo-Lucas County (OH) Public Library provides video programs to help adult learners improve their skills in reading, writing, and math. Patrons are using these videos to help them pass the GED high school equivalency test and are spreading the word to their friends. The basic skills-GED videos were circulated over 1,000 times in 1989.

Sources:

Fineman, Marcia Pollack. (1987, March 1). Project: LEARN—Adults become readers. *Library Journal*, 112(4), 45-51.

Lora, Patricia. (1990, November-December). Libraries and literacy in America 1985-2000. *Public Libraries*, 29(6), 354-60.

National Values

Librarians can function as facilitators of economic development in the local community.

Comments and Program Highlights:

Librarians serve the business community by gathering pertinent and vital economic information, both through sources available in the library and through electronic databases and networks. The best level of service is achieved when librarians become involved in the business community and understand its needs.

Three roles for librarians in the economic development of a community emerged from the 1988 fall conference of the Kansas Library Association entitled "Economic Vitality: Challenge and Opportunity":

Educators: librarians teach the community about what economic development is and educate the community about market opportunities, job skills, financial opportunities, and grant possibilities;

Resource managers: librarians select and repackage economic information so that it can be used by various groups within the community; and

Catalysts: librarians facilitate the sharing of economic information among groups in the community; they bring in speakers to share expertise.

A librarian at the Kansas conference who had worked closely with entrepreneurs presented her discoveries about what information and attitudes new and prospective entrepreneurs need from the library. They need product development information, management tools (including books, computer programs, and referral to local management experts), marketing information (books, names and addresses), and finally encouragement and a positive attitude by the librarian.

Sources:

Economic vitality: Challenge & opportunity. Selected readings from the fall conference of the Kansas Library Association: Public Library Section. (1989). Emporia, KS: Emporia State University, School of Library and Information Management. ED 324 026.

National Values

Libraries can spearhead functional literacy training for the workforce.

Comments and Program Highlights:

Workplace literacy is important to American businesses in order for them to remain competitive. Workers must have complex skills beyond basic literacy skills, including problem solving, critical thinking, communication, and interpersonal skills.

Libraries that have developed workplace literacy programs have discovered that they need to be scheduled at the place of work (preferably during worker-release time), that the literacy training must relate to the workplace skills, that it helps if the company offers incentives for active participation, and that the management must display positive and active support.

The Toledo-Lucas County (OH) Public Library started a workforce literacy campaign called Toledo Workforce 2000. The project began with an extensive media campaign to convince workers of the need for them to improve their literacy skills because of job market demands.

In Illinois, 400 businesses supported local literacy efforts with money donations; in-kind donations of personnel time, equipment, and tutoring space; development of promotional materials; and encouragement to their employees to participate as tutors. This statewide effort is coordinated by the Illinois Literacy Council, a body representing libraries, business, education, and government and directed by the State Librarian.

The Waukegan (IL) Public Library has cooperated with 70 area businesses to initiate two English as a Second Language programs for workers.

The Rolling Prairie (IL) Library System has developed Project READ, a workplace literacy project that has already been tried with city employees, employees of the Housing Authority, and local businesses. The local newspaper publishes a monthly supplement for those just learning how to read. The supplement presents the top news stories of the month in simple vocabulary and large print.

The literacy needs of county and city employees in Milwaukee, Wisconsin, are being addressed by the public library. The library educates supervisors to recognize literacy problems in their employees and refers employees to literacy programs.

In Ponca City, Oklahoma, the public library works with local businesses in a literacy needs assessment. Once employees needing literacy training

have been identified, the employer refers them to the literacy program and provides workplace materials to be used in the training.

Dislocated factory workers are being targeted by the Hammond (IN) Public Library for training to improve their reading skills. Economic planners and union counselors are also available as a part of the program.

Sources:

Forluzzi, Lori A. (1989). *Adult literacy in the United States today.* University Park, PA: Pennsylvania State University, University Park Institute for the Study of Adult Literacy. ED 317 757.

Grimes, Jan, & Renner, Robert. (1988). *Toward a more literate workforce: The emergence of workplace literacy programs in Illinois.* Springfield, IL: Illinois State University. ED 313 530.

Humes, Barbara, & Cameron, Carol. (1990). *Library programs. Library literacy program: Analysis of funded projects, 1989. LSCA VI.* Washington, DC: Office of Educational Research and Improvement, 1990. ED 328 277.

Lora, Patricia. (1990, November-December). Libraries and literacy in America 1985-2000. *Public Libraries,* 29(6), 354-60.

National Values

Libraries can form partnerships with businesses; they get support from business in exchange for services.

Comments and Program Highlights:

States with networked online library catalog systems can provide invaluable support to local economic development efforts because economic information from throughout the state is readily accessible by computer.

The Business Partnership Program started by the Auraria Library at the University of Colorado at Denver involves businesses making contributions to the library and the library providing services in return (library cards for the business, discounts on online searching, and seminars for business employees on managing information).

The Colorado Alliance of Research Libraries (CARL) online catalog system is located in many libraries and is accessible through any computer with a modem. Major economic development agencies are using CARL as their link into a computer network, as a bulletin board, for electronic mail, and for access into the CARL catalog and various economic files.

The North Carolina State Library has developed the North Carolina Information Network, which provides network services to the business community. It is a statewide database of holdings from 139 libraries. A unique feature of this network is that state agencies broadcast information about job openings, consumer information, statistics, tax regulations, and contract opportunities over the network. Local libraries operate as broadcast nodes on the network, so that they can share information as well as resources. Because of this network, libraries are making a contribution to the economic life of each community by providing the information that the businesses need to be competitive.

Sources:

Breivik, Patricia Senn. (1987, July/August). Making the most of libraries in the search for academic excellence. *Change*, 19(4), 44-52.

McGinn, Howard. (1987, November). Information networking and economic development. *Wilson Library Bulletin*, 62(3), 28-32.

National Values

Libraries provide access to current information on careers, job seeking, and job training.

Comments and Program Highlights:

Some libraries provide career and interest inventories on computer, which may help those patrons who are having trouble figuring out how their interests would coincide with a career.

Many libraries house career information centers like the one established at St. Louis Community College. This center has information on jobs, companies, and colleges and universities. The collection is particularly good for women entering or returning to the job market, anyone pursuing a mid-life career change, and men and women interested in nontraditional careers.

Libraries may supplement their career and college collections with workshops. Particularly effective are workshops like those held for disadvantaged youth and adults like those offered by the Marshall County Cooperative Library in Arab, Alabama. These workshops cover writing resumes, planning for the job interview, using study skills, and understanding different career options. Talks by successful community members and role models are especially well received.

Sources:

Breivik, Patricia Senn. (1987, July/August). Making the most of libraries in the search for academic excellence. *Change*, 19(4), 44-52.

National Education Goals: Programs. (1992). In *Public libraries: Places where learning can happen. A report on selected programs supporting the National Education Goals funded under the Library Services and Construction Act, Title I.* Washington, DC: Office of Educational Research and Improvement, Office of Library Programs. IR 054 034. ED number pending.

Goal Six: By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

Students cannot learn if they do not feel safe—intellectually, physically, and emotionally. We would be doing our students a disservice if we reacted to Goal 6 simply by barricading the schoolhouse doors and enforcing strict and rigid rules. The key to any change in behavior is education; certainly the educational system must honor that principle by providing education in substance abuse and social behavior. Students must take a step toward their own physical safety by choosing a life free of drugs and violence based on an understanding of the consequences.

The intellectual and emotional safety of students is fostered by the same educational philosophy of choice: provide students with the opportunity to learn, support them in their efforts, challenge them with high expectations and enriching activities, and then step back and let them make the effort.

School libraries provide materials and services that help students become responsible for their own choices. Information on drug abuse and societal violence is readily accessible in the library. Library activities provide opportunities for students to seek answers to their questions and concerns. The very nature of independent work in the library bolsters students' self-esteem. In other words, the library is a safe environment in which students can seek information to help them make wise choices.

Just as school libraries provide a haven for students in school, the public library operates as a safe learning environment for members of the community. No opinions or points of view are banned; no one is judged for being interested in any subject. When school and public libraries cooperate, as in latchkey programs, students are provided with a safe environment for most of their waking hours.

Learning and Schools

- Library programs enhance students' self-esteem and provide a safe environment for learning.
- Librarians target community problems or concerns in building special collections of materials.
- Libraries have initiated programs to prevent drug abuse; these represent one element of prevention efforts involving the home, school, and community.

Social Context

- Latchkey programs provide safe and secure environments for children who might otherwise be on the street every afternoon for several hours.
- Libraries can help the homeless.
- Libraries can help victims of child abuse and neglect.

National Values

- Libraries support the national value of right to privacy through their ethical code of confidentiality, which makes the library a safe place for students to find information on substance abuse, child abuse, sex-related questions, and many other issues.
- Libraries conduct outreach drug abuse prevention programs for disadvantaged and minority groups.

Learning and Schools

Library programs enhance students' self-esteem and provide a safe environment for learning.

Comments and Program Highlights:

The Calhoun County Public Library in Blountstown, Florida, received an LSCA grant to offer programs and to purchase materials designed to make the library nonthreatening for traditional library nonusers (ethnic minorities, disadvantaged, handicapped, and elderly people).

[See Information under Goal 3: Library programs enhance students' self-concept; confident students are more likely to do well academically.]

Sources:

Drug abuse prevention: LSCA funded projects. (1992). In *Public libraries: Places where learning can happen. A report on selected programs supporting the National Education Goals funded under the Library Services and Construction Act, Title I.* Washington, DC: U.S. Office of Educational Research and Improvement, Office of Library Programs. IR 054 034. ED number pending.

Hopkins, Dianne McAfee. (1989, April). Elementary school library media programs and the promotion of positive self-concepts: A report of an exploratory study. *Library Quarterly*, 59(2), 131-47.

Learning and Schools

Librarians target community problems or concerns in building special collections of materials.

Comments and Program Highlights:

Librarians do periodic needs assessments in order to determine the areas in which collection development should concentrate. In school libraries, the areas for development most often correlate with the demands of the curriculum and with the personal concerns of students.

Librarians often build special collections of materials in subject areas of high interest or high use. Public librarians and school library media specialists place great importance on acquiring materials about social issues and teen concerns such as pregnancy, child abuse, AIDS, and drug abuse, to meet the high reader demand.

Librarians should be proactive in their collection development, keeping abreast of curricular changes, community concerns, and popular interests and compiling orders as soon as reviews can be located.

Public and school libraries can coordinate purchasing so that more extensive coverage can be given to high-interest areas. Coordination of reference purchases is particularly effective.

Libraries need to provide current and accurate health information through books, magazines, audiovisual materials, and pamphlets. Access to online information is extremely useful for rapidly developing health topics like the AIDS crisis.

Some librarians write grants or use special funds to build up high-use areas of the collection. For example, the Kershaw County Library in Camden, South Carolina, used LSCA funds to purchase materials on Black history, substance abuse, and science; these materials were used heavily by students working on projects for school.

Sources:

Drug abuse prevention: LSCA funded projects. (1992). In *Public libraries: Places where learning can happen. A report on selected programs supporting the National Education Goals funded under the Library Services and Construction Act, Title I.* Washington, DC: U.S. Office of Educational Research and Improvement, Office of Library Programs. IR 054 034. ED number pending.

BEST COPY AVAILABLE

Learning and Schools

Libraries have initiated active programs to prevent drug abuse; these represent one element of prevention efforts involving the home, school, and community.

Comments and Program Highlights:

Drug abuse programs have been linked to literacy programs by some libraries as a means of reducing crime.

Library drug abuse prevention programs should include:

Readily accessible and accurate information on drug effects;

Prevention activities that are started in elementary school;

Targeting of high-risk students first; and

An integrated plan involving the school, parents and the community.

The District of Columbia Public Library is working with drug prevention agencies and other community groups to provide drug prevention programs targeted to young adults. The library has conducted programs and displays on drug abuse, presented a program developed by area poets entitled "Crack, Dreams, and Mended Hopes," invited an improvisational theater group to present anti-drug pieces at the library in the summer, and distributed bags with anti-drug messages at the summer reading program.

Project LEAD (Librarians and Educators Against Drugs) of the Summit (IL) Public Library promotes drug awareness among elementary students. During a community awareness day at the school, the library distributed anti-drug material. The material was also distributed during registration for the summer reading program. The library coordinated visits by anti-drug speakers to the elementary schools.

The Iowa Substance Abuse Information Center at the Cedar Rapids Public Library distributes information to public libraries all over the state.

The State Library of Ohio acts as a drug-abuse resource center for libraries all over the state by compiling a bibliography on drug abuse prevention, preparing a list of publishers who put out drug abuse information, and cooperating with other agencies to help libraries maintain a current community service and referral file.

The Andalusia (AL) Public Library has made twelve videos and a VCR available for checkout. The videos cover such subjects as depression, suicide, drug abuse, stress, and peer pressure. The library has also worked with school counselors to identify young adults who would most benefit from special programs at the library.

Sources:

Drug abuse prevention: LSCA funded projects. (1992). In *Public libraries: Places where learning can happen. A report on selected programs supporting the National Education Goals funded under the Library Services and Construction Act, Title I.* Washington, DC: U.S. Office of Educational Research and Improvement, Office of Library Programs. IR 054 034. ED number pending.

LaChance, Laurie. (1988). *Alcohol and drug use among adolescents. An ERIC/CAPS Digest.* Ann Arbor, MI: ERIC Clearinghouse on Counseling and Personnel Services. ED 304 628.

Szudy, Thomas, & Byrnes, Jane (Eds.). (1990). *Reaching new readers: Library planning for a literate society. Occasional Paper Series 2, No. 6.* Columbus, OH: Ohio State Library. ED 327 205.

Social Context

Latchkey programs provide safe and secure environments for children who might otherwise be on the street every afternoon for several hours.

Comments and Program Highlights:

The Cleveland (OH) Public Library is committed to making latchkey children feel welcome. The library maintains order, but allows socialization and activity. The library also provides a separate, quiet room for adults to use.

The Geauga West Branch of the Geauga County Public Library in Chesterland, Ohio, has established a particularly effective and positive latchkey program. Students are welcomed, with bus transportation provided for fourth and fifth graders (in cooperation with the school district). Students have a designated place to socialize, complete with vending machines for after school snacks. The library has hired a substitute teacher to monitor activity and to help the children with their homework. The library provides youth programming and help with school assignments while functioning as a safe social interaction center.

[See additional information under Goal 3: Libraries perform a community service while enhancing the learning opportunities for children by providing latchkey programs.]

Sources:

Rome, Linda. (1990, April). Service to latchkey kids and the public library: Dealing with real issues. *Wilson Library Bulletin*, 64(8), 34-37.

Social Context

Libraries can help the homeless.

Comments and Program Highlights:

The New York Public Library offers services in residences for homeless families. It provides paperback books to be borrowed on an exchange basis and storytimes for preschoolers.

The Enoch Pratt Free Library in Baltimore, Maryland, provides a quiet place for homeless children to study after school and receive help with their homework.

Libraries, especially public libraries, are grappling with the issue of homeless and problem patrons. Alan J. Lincoln has suggested that libraries let a social worker work out of the library to provide a contact point between social service agencies and those who need the services, to free library staff members of responsibilities they are not trained to fulfill, and to move these patrons out of the library to shelters and other facilities designed to help them.

Sources:

Humes, Barbara, & Cameron, Carol. (1990). *Library programs. Library literacy program: Analysis of funded projects, 1989. LSCA VI.* Washington, DC: Office of Educational Research and Improvement, 1990. ED 328 277.

Libraries serving youth: Issues and programs in New York State. (1988, Spring). *Bookmark*, 46(3), 1-56. ED 314 075.

National Education Goals: Programs. (1992). In *Public libraries: Places where learning can happen. A report on selected programs supporting the National Education Goals funded under the Library Services and Construction Act, Title I.* Washington, DC: U.S. Office of Educational Research and Improvement, Office of Library Programs. IR 054 534. ED number pending.

Simmons, Randall C. (1985, Fall). The homeless in the public library: Implications for access to libraries. *RQ*, 25(1), 110-120.

Social Context

Libraries can help victims of child abuse and neglect.

Comments and Program Highlights:

It is standard practice in many libraries to publish or compile a list of community agencies which will offer help and counseling for those in need.

In New York State, the Suffolk County children's librarians are involved in the New York State Task Force on Child Abuse and Neglect. They produced the *Family Resource Book*, an annotated bibliography of materials and organizations concerning a number of family problems.

The Middle Country Public Library in New York publishes a monthly newsletter called *Parentips* which focuses on issues of concern to children and their parents. One issue, for example, was devoted to the effects of emotional abuse on children.

Sources:

Libraries serving youth: Issues and programs in New York State. (1988, Spring). *Bookmark*, 46(3), 1-56. ED 314 075.

National Values

Libraries support the national value of right to privacy through their ethical code of confidentiality, which makes the library a safe place for students to find information on substance abuse, child abuse, sex-related questions, and many other issues.

Comments and Program Highlights:

The American Library Association Code of Ethics states, "librarians must protect each user's rights to privacy with respect to information sought or received, and materials consulted, borrowed, or acquired."

Librarians can become actively involved in helping students with sensitive problems without violating their right to privacy. They can use sensitive questions to determine the students' information needs, quietly steer students to appropriate materials, and respect the students' need to use the material privately.

Librarians must be sure to have a policy on confidentiality and privacy of information, which usually means that no records are kept of the books students check out and that no one is informed of the titles that students are reading.

Providing private reading spots helps some students feel more comfortable about reading sensitive material in the library.

Life threatening problems should be referred to an appropriate counselor with the student's permission. Other student problems should never be revealed by the librarian to other professionals.

Sources:

American Library Association. (1991). Code of ethics. In *ALA handbook of organization*. Chicago: Author. pp. 154-55.

Barron, Daniel D. (1991, February). Ethics and the school library media specialist: Sensitive issues. *School Library Media Activities Monthly*, 7(6), 46-50.

National Values

Libraries conduct outreach drug abuse prevention programs for disadvantaged and minority groups.

Comments and Program Highlights:

Through a cooperative effort between community agencies and member libraries of the Upper Hudson Library System in Albany, New York, programs and materials on drug abuse and other topics were presented to institutionalized, disadvantaged, unemployed, and underemployed people. One example was a workshop on dealing with stress and anger presented to prison inmates. The workshop included films, videos, and books. The books remained in the prison library.

The Bolivar-Hardeman County Public Library in Bolivar, Tennessee, targeted disadvantaged youths by purchasing materials on self-help, substance abuse, teen pregnancy, and parenting. Speakers were invited to do presentations on substance abuse and self-esteem.

A program which combined the efforts of the Calhoun County Public Library in Blountstown, Florida, the Department of Health and Rehabilitative Services, and the judicial system was designed to work on juvenile and adult rehabilitation. The programs on drug abuse were supplemented by videos and books and by talks from law enforcement officers.

With LSCA funds, the Seminole Tribal Library in Hollywood, Florida, acquired new materials and featured displays aimed at preventing drug abuse.

Sources:

Drug abuse prevention: LSCA funded projects. (1992). In *Public libraries: Places where learning can happen. A report on selected programs supporting the National Education Goals funded under the Library Services and Construction Act, Title I.* Washington, DC: U.S. Office of Educational Research and Improvement, Office of Library Programs. IR 054 034. ED number pending.

Bibliography

The following sources provide philosophical or summative information about education, the National Education Goals, library programs, and information literacy. This is a selected bibliography of the sources that inspired and structured this document.

For information about specific library programs, see the sources listed within each chapter.

America 2000: An education strategy. Revised edition. (1991). Washington, DC: U.S. Department of Education. ED 332 380.

America 2000: An education strategy. Sourcebook. (1991). Washington, DC: U.S. Department of Education. ED 327 985.

Check this out: Library program models. (1987). Washington, DC: Office of Educational Research and Improvement. ED 288 529.

Education counts: An indicator system to monitor the nation's educational health. (1991). Washington, DC: U.S. Department of Education. ED 334 279.

Implementing the national goals for education through library service. (1991, Summer). *Journal of Youth Services in Libraries*, 4(4), 331-334.

Implementing the national goals for education through school library media programs. (1991). Chicago: American Association of School Librarians. (Pamphlet).

Information 2000: Library and information services for the 21st century: Summary report of the 1991 White House Conference on Library and Information Services. (1991). Washington, DC: White House Conference on Library and Information Services. IR 053 900. ED number pending.

Moyers, Bill. (1989). *A world of ideas.* New York: Doubleday.

Naisbitt, John. (1982). *Megatrends: Ten new directions transforming our lives.* New York: Warner Books.

National goals for education. (1990). Washington, DC: U.S. Department of Education. ED 319 143.

Monroe, Margaret E., & Heim, Kathleen M. (1991). *Partners for lifelong learning: Public libraries & adult education.* Washington, D.C.: Office of Educational Research and Improvement. IR 053 888. ED number pending.

Striving for excellence: The National Education Goals. A compilation of ERIC digests. (1991). Washington, DC: U.S. Department of Education. ED 334 713.

Time for results: The governors' 1991 report on education. (1986). Washington, DC: The National Governors' Association.

What works: Research about teaching and learning. Second edition. (1987). Washington, DC: U.S. Department of Education. ED 280 940.

Wurman, Richard Saul. (1989). *Information anxiety*. New York: Doubleday.

How to Obtain ERIC Documents

ERIC documents are identified by ED numbers (for example, ED 302 235). They can be read in microfiche at any library holding an ERIC microfiche collection. To find the nearest library with an ERIC collection, call ACCESS ERIC: 1-800-USE-ERIC.

Individual copies of ERIC documents can be ordered from:

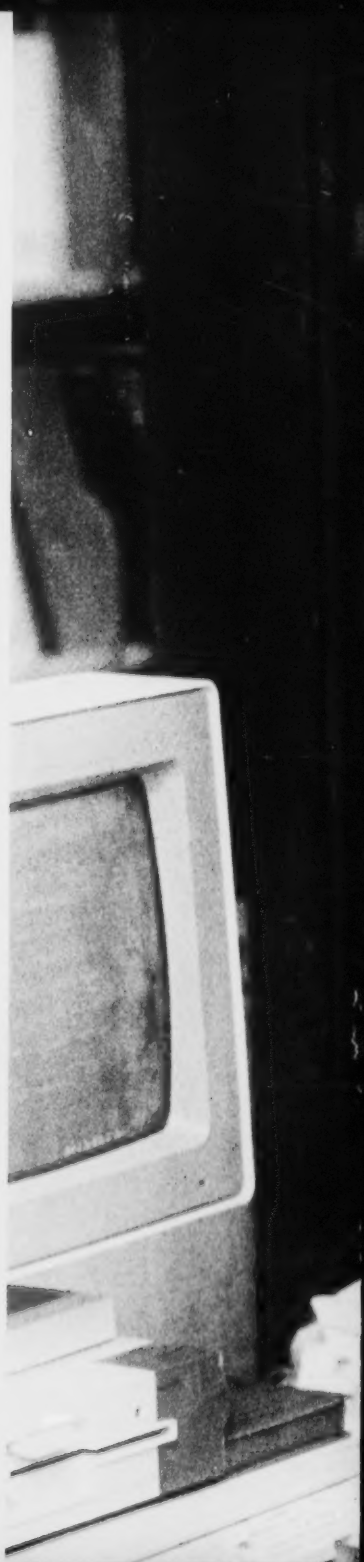
ERIC Document Reproduction Service (EDRS)
7420 Fullerton Road, Suite 100
Springfield, VA 22153-2852
1-800-443-ERIC or 703-440-1400

Most documents can be ordered in paper or microfiche copy; some are available in microfiche only. Prices for individual copies are based on the number of pages and the format desired. Paper copy is $3.20 for each increment of 25 pages. Microfiche copy is $1.16 for a single document up to 480 pages plus $.25 for each additional microfiche (96 pages) for that document. UPS shipping charges are added to the cost of the document(s) ordered. Expedited document delivery, including fax transmission, is available.

All EDRS orders must be identified by ED number. For more information about prices and ordering ERIC documents, contact EDRS.

Barbara K. Stripling

has earned a B.A. from Stanford University, an M.A. from the University of Colorado, and an M.Ed. from the University of Arkansas. She began her career in education as a teacher of English, drama, and media at the junior high and high school levels. She has been a school library media specialist for fourteen years and is presently library media specialist at Fayetteville High School in Fayetteville, Arkansas. She is co-author of *Brainstorms and Blueprints: Teaching Library Research as a Thinking Process*, and author of articles appearing in *School Library Media Quarterly*, the *Book Report*, *School Learning Resources*, *Arkansas Libraries*, *Catholic Library World*, and the *Clearing House*. She has been co-editor of *Arkansas Libraries* and *School Library Media Quarterly*. In 1989, Stripling was co-recipient of the Retta Patrick Award given by the Arkansas Library Association. In 1990, she was named Arkansas School Library Media Specialist of the Year by the Arkansas Association of Instructional Media.



BEST COPY AVAILABLE